

**DEVELOPING ENGLISH COMIC STRIPS SPEAKING  
MATERIALS FOR GRADE TEN STUDENTS OF  
SMA N 1 SLEMAN BASED ON CURRICULUM 2013**

**A Thesis**

Presented as partial fulfillment of the requirements for the attainment of the  
degree of *Sarjana Pendidikan* in English Language Education



**By:**  
**Sita Arista Wulan Sari**  
**10202241029**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
LANGUAGES AND ARTS FACULTY  
YOGYAKARTA STATE UNIVERSITY  
2014**

**APPROVAL**

**DEVELOPING ENGLISH COMIC STRIPS SPEAKING  
MATERIALS FOR GRADE TEN STUDENTS OF  
SMA N 1 SLEMAN BASED ON CURRICULUM 2013**

**A THESIS**



**First Supervisor**

**Second Supervisor**

**Joko Priyana Ph.D.**  
**NIP 19650122 199001 1 001**

**B. Yuniar Diyanti M.Hum.**  
**NIP. 19790626 200501 2 001**



## RATIFICATION

### DEVELOPING ENGLISH COMIC STRIPS SPEAKING MATERIALS FOR GRADE TEN STUDENTS OF SMA N 1 SLEMAN BASED ON CURRICULUM 2013

#### A THESIS


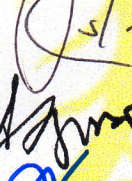
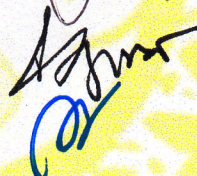
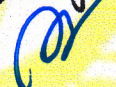
By:

**Sita Arista Wulan Sari**

**10202241029**

Accepted by the Board Examiners of Languages and Arts Faculty of Yogyakarta State University on December, 2014 and declared to have fulfilled the requirements of *Sarjana Pendidikan* degree in English Language Education.

#### Board of Examiners

Position	Name	Signature	Date
Chairperson	Nury Supriyanti, M.A.		8/12 '14
Secretary	B. Yuniar Diyanti, M.Hum.		8/12 '14
First Examiner	Dr. Agus Widyantoro, M.Pd.		5/12 '14
Second Examiner	Joko Priyana, Ph.D.		8/12-2014

Yogyakarta, December , 2014.  
Languages and Arts Faculty  
Yogyakarta State University  
Dean,



Prof. Dr. Zamzani, M.Pd  
NIP. 19550505 198011 1 001

## **PERNYATAAN**

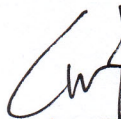
Yang bertanda tangan di bawah ini, saya:

Nama : Sita Arista Wulan Sari  
NIM : 10202241029  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni  
Judul Skripsi : Developing English Comic Strips Speaking Materials  
for Grade Ten Students of SMA N 1 Sleman Based  
on Curriculum 2013

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan penulis sendiri dan sepanjang pengetahuan penulis tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi lain kecuali bagian tertentu yang penulis gunakan sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila terbukti pernyataan tersebut tidak benar, maka hal itu menjadi tanggung jawab penulis sepenuhnya.

Yogyakarta, November 2014

Penulis,



Sita Arista Wulan Sari  
NIM. 10202241029



## **MOTTOS**

**Allah will exalt those who believe among you and those who were given  
knowledge.  
(QS. Al-Mujadalah: 11)**

**Time is like a sword, if you do not use it to cut, it will cut you back.  
(H.R. Muslim)**

**Education is not preparation for life; education is life itself.  
(John Dewey)**

**The most complicated skill is to be simple.  
(Dejan Stojanovic)**

## **DEDICATIONS**

**I fully dedicate this thesis to my Dad, Mom, and Brother.**

## ACKNOWLEDGMENTS

*Alhamdulillahirobbil'aaalamiin.* Praise be to Allah SWT, the Almighty, the Merciful, the Most Beneficent and the Owner of the Universe who has blessed me with so many beautiful things in my life.

With regards to this, I would like to take this opportunity to express my deepest gratitude to:

1. my first supervisor, Joko Priyana Ph.D.. Thank you for the guidance, support, suggestions, and helpful feedback during the process of writing this thesis.
2. my second supervisor, B. Yuniar Diyanti M.Hum.. Thank you for the guidance, support, suggestions, and helpful feedback during the process of writing this thesis.
3. my academic consultant, Tri Wahyuni Floriasti M.Hum. and all lecturers of English Education Department of Yogyakarta State University. I would like to thank them for the knowledge, guidance, and experiences that they have shared with me.
4. my content expert, Ari Purnawan, M.Pd. M.A. and comic illustration comic, R. Kuncoro Wulan Dewojati, M.Sn. Thanks a lot for the comments and suggestions given.
5. the English teacher of SMA N 1 Sleman, Mrs. Nanik S.Pd. for her guidance, time and help during the research.
6. my beloved parents (Drs. Ade Misriyono and Murniningsih S.Pd), my beloved brother (Ibnu Widigdo S.T.) and my special counselor (Puguh



Arya Prabowo S.Pd.). I really thank them for their prayers, guidance, help, support, and everything they given to me.

7. my best friend, Tatik, Janah, Ical, PBI B UNY 2010, EFC class 2010, and SMA N 1 Sleman. Thanks for the support and help.
8. Lena and Oscar. Thank you for your willingness to be the models in the audio recording.
9. Those who cannot be mentioned one by one in favor of supporting the writer to finish this thesis.

I realize that my thesis is far from being perfect. Therefore, I welcome all comments and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, November 2014

Sita Arista Wulan Sari

## TABLE OF CONTENTS

TITLE .....	i
APPROVAL SHEET .....	ii
RATIFICATION SHEET .....	iii
STATEMENT.....	iv
MOTTOS.....	v
DEDICATIONS.....	vi
ACKNOWLEDGMENTS.....	vii
TABLE OF CONTENTS.....	ix
LIST OF TABLES.....	xii
LIST OF FIGURES.....	xiv
APPENDICES .....	xv
ABSTRACT .....	xvi

### CHAPTER I INTRODUCTION

A. Background of the research .....	1
B. Identification of the problems .....	4
C. Limitation of the problems .....	5
D. Formulating of the problems .....	6
E. Research objectives .....	6
F. Research significance .....	6

### CHAPTER II THEORETICAL REVIEW

A. Theoretical Review	
1. English in Senior High school .....	8
2. Materials .....	10
a. The nature of materials .....	10
b. Principle of good materials .....	11
c. Target needs .....	14
d. Learning needs .....	15
e. Materials design .....	15

f. Task .....	17
g. The process of instructional design .....	18
h. Materials evaluation .....	19
3. Text based .....	20
4. Nature of Speaking .....	21
a. Learning speaking .....	21
b. Aspects of speaking skills .....	22
c. Types of classroom speaking performance .....	23
d. Macro and micro skills of speaking .....	25
5. Communicative Language Teaching .....	27
a. The nature of CLT .....	27
b. Activities in CLT .....	28
6. Comic Strips .....	30
a. Criteria of good comic strips .....	30
b. Roles of comic strips in a teaching speaking .....	32
B. Conceptual Framework .....	35

### CHAPTER III RESEARCH METHODOLOGY

A. Research Design .....	37
B. Research Product .....	37
C. Research Setting .....	37
D. Research Subject .....	38
E. Research Procedure .....	38
F. Data Collection Techniques and Instruments.....	40
G. Data Analysis Techniques .....	42

### CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings	
1. The result of needs analysis .....	45
a. Target needs .....	45
b. Learning needs .....	49
2. The course grid .....	56



3. The unit design .....	58
4. The first draft of the materials .....	60
5. The expert judgment .....	61
a. The first reviewer of language and content .....	61
1) The results of the expert judgment unit 1 .....	62
2) The revisions of unit 1 .....	66
3) The results of the expert judgment unit 2 .....	68
4) The revisions of unit 2 .....	72
5) The results of the expert judgment unit 3 .....	73
6) The revisions of unit 3 .....	77
b. The second reviewer of comic illustration .....	78
1) The result of the expert judgment comic illustration ...	78
2) The revision of comic illustration .....	80
6. The final draft of the materials .....	80
B. Discussions .....	81

## CHAPTER 5 CONCLUSIONS AND SUGESSTIONS

### A. Conclusions

1. Target needs .....	85
2. Learning needs .....	86
3. The appropriate speaking materials .....	87

### B. Suggestions

1. Other material developers.....	88
2. English teacher.....	89

REFERENCES.....	90
-----------------	----

## LIST OF TABLES

Table 2.1: Core competence (KI) and Basic Competence (KD) of English in Senior high school .....	8
Table 2.2: Stages of Instructional Process Based on Scientific Approach.....	9
Table 3.1. Quantitative Data Conversion .....	43
Table 4.1 The Respondents of the Needs Analysis .....	45
Table 4.2 Necessities of the Students .....	46
Table 4.3 Lack of the Students .....	47
Table 4.4 Wants of the Students .....	48
Table 4.5 The Topic of Comic .....	49
Table 4.6 Comic Input .....	50
Table 4.7 Length of the Balloon Text .....	50
Table 4.8 Comic Color and Font Types .....	50
Table 4.9 Character of the Comic .....	51
Table 4.10 Learning Procedures .....	52
Table 4.11 Setting .....	53
Table 4.12 Learners' Role .....	54
Table 4.13 Teacher's Role .....	55
Table 4.14 The Outline of the Unit Design .....	59
Table 4.15 The Appropriateness of the Content unit 1 .....	62
Table 4.16 The Appropriateness of the Language Unit 1 .....	63
Table 4.17 The Appropriateness of the Presentation unit 1.....	64
Table 4.18 The Appropriateness of the Graphic unit 1 .....	65
Table 4.19 The Appropriateness of the Comic Language and Content unit 1 .....	65
Table 4.20 The Revision of Unit 1 .....	66
Table 4.21 The Appropriateness of the Content unit 2 .....	68
Table 4.22 The Appropriateness of the Language Unit 2 .....	69
Table 4.23 The Appropriateness of the Presentation unit 2 .....	69
Table 4.24 The Appropriateness of the Graphic unit 2 .....	70
Table 4.25 The Appropriateness of the Comic Language and Content	

unit 2 .....	71
Table 4.26 The Revision of Unit 2 .....	72
Table 4.27 The Appropriateness of the Content unit 3.....	73
Table 4.28 The Appropriateness of the Language Unit 3 .....	74
Table 4.29 The Appropriateness of the Presentation unit 3 .....	75
Table 4.30 The Appropriateness of the Graphic unit 3 .....	76
Table 4.31 The Appropriateness of the Comic Language and Content	
unit 3 .....	76
Table 4.32 The Revision of Unit 3 .....	77
Table 4.33 The Result of The Comic Illustration .....	78
Table 4.34 Revision of the Comic Illustration .....	80



## LIST OF FIGURES

Figure 3.1. The model of system material development from Dick and Carey .....	38
Figure 4.4 The Outline of the Unit Design .....	60

## **APPENDICES**

- Appendix A The Needs Analysis Questionnaire
- Appendix B The Result of Needs Analysis Questionnaire
- Appendix C Interview Transcript
- Appendix D The Course Grid
- Appendix E Description of the Unit of Materials
- Appendix F The First Draft of Develop Materials
- Appendix G The Expert Judgment Questionnaire
- Appendix H The Results of Expert Judgment
- Appendix I The Final Draft of Developed Materials

**DEVELOPING ENGLISH COMIC STRIPS SPEAKING  
MATERIALS FOR GRADE TEN STUDENTS OF  
SMA N 1 SLEMAN BASED ON CURRICULUM 2013**

**Sita Arista Wulan Sari  
10202241029**

**Abstract**

The objectives of this study are: 1) to identify the target needs, 2) to identify the learning needs, and 3) to develop the appropriate comic strips speaking materials for the grade ten students of SMA N 1 Sleman.

This research belongs to Research and Development (R&D) study. The subjects of this research were 32 students of the grade ten students of SMA N 1 Sleman. The procedures in conducting this study were conducting needs analysis, writing the course grid, writing the first draft, getting the experts' judgment, and writing the final draft. The data were collected by using questionnaire and interview. The results of the questionnaires were analyzed quantitatively, while the results of the interviews were analyzed qualitatively.

This research developed three units speaking learning materials. Based on the research findings, the appropriate comic strips speaking materials for the tenth grade students of SMA N 1 Sleman consist of Warming Up, Observing, Questioning, Collecting Data, Analyzing Data, Communicating, Creating, Homework, Evaluation, Reflection, Summary, and Fun Space tasks. Unit one consists of 19 tasks, unit two consists of 22 tasks, and unit three consists of 19 tasks. The tasks are in the form of comic strips and focusing on speaking skills. The activities covered some activities such as matching, fill in the blank, and arranging paragraph. The theme and the characters of the comic mainly represent daily life. The stories used in the comic strips are mainly Indonesian Folklores. The comic strips were made by using online program that can be accessed at [www.bitstrips.com](http://www.bitstrips.com). Based on the experts' judgment, the content, the language, presentation, layout, and comic strips illustration are appropriate. The mean score of all aspects was 3,46 and categorized "very good". The developed materials are appropriate to be used in grade ten of SMA N 1 Sleman in second semester.



# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Research**

The newest curriculum, curriculum 2013, is being implemented for grade I, II, IV, V, VII, VIII, X, and XI in all of schools in Indonesia. There are some problems that appear in the implementation of this new curriculum, such as that text books are not provided yet for some subjects. One of those is an English book. The not existing of the english book will affect the English teaching and learning process. Furthermore, this curriculum emphasizes that students are given full autonomy and responsibility in deciding their own learning materials based on their interest as long as it is in accordance with the curriculum. It means that there will be few of specific materials used by teacher in the teaching and learning process.

English is one of the subjects taught in junior and senior high school. The ability to communicate in English is the ability to understand and produce spoken or written language that is integrated in the four skills of English. They are listening, speaking, reading, and writing. According to Flor (2004: 140), the primacy of speaking is obvious since it is assumed that language is an oral phenomenon. It means that speaking is important in language learning.

Many students in Indonesia have difficulties in acquiring verbal English mostly due to the different elements found between English and Indonesian (Ramelan, 1992: 5). In line with Ramelan, Musthafa in Sahiruddin (2013: 572) also lists other reasons for the problems such as limited time allocated for teaching English; lack of opportunity to actually practice speaking English in the

classroom due to focus on grammar and syntax and the use of L1/ mother tongue; less authentic materials and lack of opportunity to socialize speaking English outside the classroom. It is necessary to consider a number of factors influencing the development of speaking skills during a teaching and learning process, such as speaking production, the process of communication, number of interlocutors, interaction patterns, an amount of information processed, time span, teacher, student, and the conditions under which all these elements mutually interact. Further, Baker (2005:3) argues that many teachers have to teach mainly grammar and vocabularies because these areas are tested in examinations. It means that speaking is a neglected skill in many classrooms. Students may have a good knowledge in grammar but they find it more difficult to speak English outside or, even, inside the classroom.

SMA N 1 Sleman is one of school which is categorized as a favorite school in Sleman regency. Moreover, since the first try out period of implementing curriculum 2013 in the academic year of 2013/ 2014, SMA N 1 Sleman is one of senior high schools that been chosen to be the first to apply this curriculum.

Based on the observation conducted on February 10<sup>th</sup>, 2014 in SMA N 1 Sleman, the students had a problem with their speaking skills. It is because there isn't any specific book and materials used by their teacher to support their speaking skills improvement. They have to find those materials of the certain topic by themselves. They think that it is hard for them to always look for the materials for every topic. From the interview with the teacher, I also found that

she did not use specific book. Sometimes, she only took some parts of several books which is in accordance with curriculum 2013. Regarding to this condition, I think that it is important to solve this problem by developing English learning materials, especially for speaking material.

To help learners develop their communicative efficiency in speaking, teachers can use balanced activities approach that combines language-input (material for students, listening activities, reading passage, and soon.). Thornbury (2005: 89-110) assumes that activity, such as storytelling, role play, and simulation, can be used to promote speaking. Those activities will run well if there is media supporting those activities. The use of media is significant in the teaching and learning process. Hamalik (1989: 18) asserts media is used to motivate students in teaching and learning process, inside or outside the classroom. It can help students in understanding a particular lesson.

Based on the interview with some grade X students of SMA N 1 Sleman, I found that students mostly liked to read online comic and also comic book. This is one of the reasons to use comic strips as the media in my speaking materials development for grade X students of SMA N 1 Sleman. Harmer (2001: 135) argues that picture or image brings benefits in speaking. It means that comic, especially comic strips, can be used to teach speaking skills. According to Bongco (2000: 50), comic is an art form using a series of static image in fixed sequence. There are two kinds of comics, comic strips and comic books. A comic strip is defined in this study as series of pictures inside boxes that tell a story. While comic books are collection of stories that have picture consist of one or more titles

as themes. A comic strip is more interesting than a picture because comic strips communicate using two major media, words and image, together.

The explanation of some problems above makes me realize that providing comic strip speaking materials to improve speaking skills for grade X in SMA N 1 Sleman is still needed since the materials which are in accordance with the curriculum 2013 are not provided yet.

### **B. Identification of the Problem**

Based on the background of the problem, some problems related to the English learning materials for grade X students of SMA N 1 Sleman are identified as follows.

First, there is no English text book based on curriculum 2013 used by the teacher because the government does not provide it yet. Students have to find those materials of the certain topic by themselves. It is hoped that students will be creative and innovative but, unfortunately, it burdens the students. They think that the previous curriculum is better than curriculum 2013. If this problem cannot be solved soon, it will damage student's eagerness in learning. Moreover, implementation of curriculum 2013 allowed students to find out their own material based on their interest. In fact, students are incapable to evaluate appropriate learning materials by themselves. So, it is needed providing specific materials for students.

Second, there are few speaking materials used by teacher. Based on my interview with some of grade X students of SMA N 1 Sleman, the learning

materials are mainly focused on reading comprehension and writing skills. The consequence is there are many students found difficulties when they try to speak English inside or outside the classroom. The difficulties covered pronunciation, stressing, and self-confident.

Third is related to the media used in learning process. Actually, the teacher has used media in her teaching process but it doesn't attract students' interest yet. Based on my interview, I found that students need media which can help them to understand the materials easily and make the learning process more alive and interesting.

### **C. Limitation of the Problem**

Based on the identification of the problems above, it can be said that there are four essential problems in English teaching and learning process in grade X of SMA N 1 Sleman based on curriculum 2013. One of them is there are few speaking material used in curriculum 2013 supporting students' speaking skills improvement. I think it is important to develop speaking materials through media because media will help teacher to attract students' attention. Therefore, developing comic strips speaking materials can help teachers handle the teaching and learning process. It also helps students improving their speaking skills.

However, due to the problem, I will focus on the development of comic strips speaking materials. The materials are developed for grade X of SMA N 1 Sleman in the second semester in academic year of 2013/2014 based on curriculum 2013.

**D. Formulation of the Problem**

Regarding the limitation of the problem, the problems were formulated as the following:

1. What are the target needs of comic strips speaking materials for grade ten students of SMA N 1 Sleman?
2. What are the learning needs for grade ten students of SMA N 1 Sleman?
3. What are suitable comic strips speaking materials for grade ten students of SMA N 1 Sleman?

**E. Research Objectives**

In accordance with the formulation of the problems, the objectives of the study are as the following:

1. To identify the target needs of comic strips speaking materials for grade ten students of SMA N 1 Sleman.
2. To find out the learning needs for grade ten students of SMA N 1 Sleman.
3. To develop suitable comic strips speaking materials for grade ten students of SMA N 1 Sleman.

**F. Research Significances**

This research is expected to give some benefits both theoretically and practically.

1. Theoretical significances

- a. The result of the research can develop the material of teaching English as a foreign language especially in speaking material.
- b. The result of the research is used as the reference for those who want to conduct a research in developing speaking material.

2. Practical significances

- a. This research will help the English teachers to get the variety of activities in teaching speaking skills in Senior High School.
- b. This research will improve both teachers' and students' abilities to solve their problem in mastering speaking skills.



## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. Theoretical Review**

##### **1. English in Senior High School**

The number of hours of learning English in the new 2013 curriculum is less than that of previous curriculum. This brings a big challenge for both teacher and students to work harder in achieving the learning goal in a limited time. In addition, schools should also be aware of this condition in which opportunities for additional English learning and exposure could be one effort to improve students learning mastery of English (Sahiruddin, 2013: 573).

In the curriculum 2013 applied in senior high school, English has been divided into two categories, i.e. compulsory and eclectic. I use some parts of them to develop the speaking material through comic strip in SMA N 1 Sleman. The core competence (KI) and basic competence (KD) category used can be seen below.

**Table 2.1: Core competence (KI) and Basic Competence (KD) of English in Senior high school.**

<b>Core competence</b>	<b>Basic Competence</b>
	<b>Compulsory category</b>
2. Comprehending and applying the honesty, discipline, care, politeness, responsive, and be active in order to give solution in having interaction with the social environment and the nature, and how to behave in the global socialization.	2.1 developing polite attitude and care in order to communicate to friend and teachers. 2.2 developing the honesty, discipline, self-confidence, and responsibility in order to have transactional communication with friends and teachers. 2.3 developing responsibility, care, cooperation, peace in order to have functional communication.

The aims of curriculum 2013 is to enable Indonesian students to be faithful, productive, creative, innovative, and effective human being in order to take part in all walks life (Regulation of Indonesian Minister of Education Number 69 year 2013 about Senior High School Curriculum). There are four aspects changed in this curriculum. They are standard competence of passing grade, standard of content, standard of process, and standard of assessment (Regulation of Indonesian Minister of Education Number 54, 65, 66, 67 year 2013).

The change in four aspects has purposes to fulfill three main components of education, attitude knowledge, and skill. This curriculum is characterized by the implication of Scientific Approach in the instructional process in all subjects' matters in every level of education. The implementation of Scientific Approach engages learners in six stages of instruction. The stages are follows (BSNP (*Badan Standar Nasional Penilaian*): 2013).

**Table 2.2: Stages of Instructional Process Based on Scientific Approach.**

No.	Stages	Instructional Activities
1	Observing	Students read and/or listen to texts to list items they need to know in order to understand and/or produce texts (communicate ideas in the target language).
2	Questioning	Students limit the items they want to know and formulate questions and propose temporary answers to their questions (based on their knowledge and/or limited information they have).
3	Collecting Data	Students collect data/information relevant to the questions using one or more techniques such as observation, interview, and reading books.
4	Associating Data	Students sort out, classify, and identify relationships among the data to find out patterns to answer the formulated questions.
5	Communicating	Students communicate their answers to the questions orally and/or in writing.
6	Creating	Students create texts to express thoughts/ideas.

Spratt (2005: 53) states lists of senior high school students' characteristics. They are able to keep still for longer periods, able concentrate for longer periods, able to learn in more abstract ways, able to control and plan their own behavior, are not so willing to make mistakes or take risks, aware of themselves and/or their actions, are paying attention to form and meaning in language, and have experience of life. However, adult learners are unable for a number of special characteristics as stated by Hamer (2001: 40) below.

- a. they can engage with abstract thought,
- b. they have a whole range of life experiences to draw on,
- c. they have expectations about the learning process and may already have their own set patterns of learning,
- d. adults tend to be more discipline than some teenagers and crucially, they are often prepared to struggle on despite boredom,
- e. they come into classroom with a rich range of experiences which allow teachers to use a wide range of activities with them, and
- f. unlike young children and teenagers, they often have a clear understanding of why they want to get out of it.

## **2. Materials**

### **a. The Nature of Materials**

Tomlinson (1998: 2) asserts that materials refer to anything which is used by the teachers or learners to facilitate the learning of a language that is able to improve the students' knowledge and experience of the language. Materials are a set of product used in language teaching and learning. Materials can be in the form of newspapers, workbooks, photocopied exercises, etc. Nunan (1991: 208) says that materials are an important element within the curriculum and the most tangible and visible aspect of it. In line with Nunan, Richards (2001: 251) defines instructional materials generally serve as the basis for much of the language input

that learners receive and the language practice that occurs in the classroom. In conclusion, materials are everything used by teacher or learners in the teaching and learning process that give students' opportunities to practice the language and improve their language knowledge.

According to Tomlinson (1998:2), material development is everything made by people (the writers, the teachers, or the learners) to give and utilize information and provide experience of the use of language, which is designed to promote language learning. Therefore, in developing materials they need to identify, first, learners' needs and consider the objective of the learning. Then, they can develop the materials by adapting them in order to improve or to make them more suitable to learners' needs. Adaptation can be carried out by reducing, adding, omitting, modifying, and supplementing learning materials.

#### **b. Principle of Good Materials**

Hutchinson and Waters (1987: 107) explain that good materials will contain interesting texts, enjoyable activities that engage the learners' thinking capacities, opportunities for learners to use their existing knowledge and skills, and content which both learners and teachers can cope with. They also state that good materials should provide a clear and coherent unit structure, which will guide teachers and learners through various activities in such a way as to maximize the chance of learning. Tomlinson (1998: 7-22) also states the criteria of good materials, some of them related to my research are mentioned below:

- 1) Materials should achieve impact. Impact is achieved when materials have a noticeable effect on learners, which is when the learners' curiosity, interest, and attention are attracted. If this is achieved there is a better chance that some of the language in the materials will be taken for processing.
- 2) Materials should help learners to feel at ease. Materials can help learners to feel at ease in many ways, for example, texts and illustrations rather than just texts, texts that the learners can relate with their own culture than those that are culturally bound, materials that include examples rather than without, and many others.
- 3) Materials should require and facilitate learner self-investment. Materials that enable the learners to be interested in them, which can draw their attention and that, can attract them to learn the materials will facilitate them to learn the materials by themselves.
- 4) The learners' attention should be drawn to linguistic features of the input. These linguistic features should not become the main focus in the materials but the learners should be made aware that linguistic features are needed to locate and to make a generalization about the function of the linguistic features in the main materials.
- 5) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes. After learning the materials, learners should be given opportunities to practice the language they have learned for communication in real life situation.

- 6) Materials should provide opportunities for outcome feedback. A learner who is successful to achieve a particular communicative purpose will gain positive feedback on the effectiveness of the use of the language for further language outcome.

Nunan (1989:48) claims that there are six components of a good task. They are goal, input, activities, teacher roles, learner roles, and setting.

#### 1) Goal

Goal is the main purpose to be obtained of conducted tasks. It is dealing with communicative, affective, and cognitive output (Nunan, 1989:48).

#### 2) Input

Input is everything used in the tasks which can be taken from drawings, family trees, shopping lists, magazine quizzes, and so forth (Nunan, 1989:53). Meanwhile, Hutchinson and Water (1987:108) say that input maybe a text, dialogue, video recording, diagram or any pieces of communication data, depending on the needs that have been defined in the needs analysis.

#### 3) Activities

Brown (2001:129) states that an activity refers to anything learners do in classroom.

#### 4) Teacher's Roles

Role is described as the action of the teacher and students play in the language learning (Nunan, 1989:79). In addition, Brown (2001: 167 -168) describes the teacher's roles as controller, director, manager, facilitator, and resource.

### 5) Learner's Roles

Richard and Rodger (1986, in Nunan, 2004:64) mention that learner's role as the objects of conducted task in the materials which perform the activities in the tasks under the instruction given by teacher. Ideally, learner has roles as participant, actor, listener, controller, and so forth, based on the conducted activity.

### 6) Setting

According to Wright (1987, in Nunan, 2004:71), setting is the arrangement of the task which can be done individually, in pairs, in groups, or in a whole class mode.

## c. Target Needs

The target needs refer to what the learners need to do in the target situation. The target needs include necessities, lacks and wants.

### 1) Necessities

Necessities refer to what the learners have to know in order to function effectively in the target situation (Hutchinson and Waters, 1987: 55). This is a matter of observing what situation the learners will need to function in.

### 2) Lacks

According to Hutchinson and Waters (1987: 55-56), the learners' lack is the gap between the target proficiency and the existing proficiency of the learners. It means that, what the learners know already should be recognized to decide which



of the necessities the learners' lack. It is illustrated as a gap between the ideal situation or target situation with the real conditions.

### 3) Wants

The learners may have a clear idea of the necessities of the target situation and their lacks. They also have a view to what they want or they need. The learners' motivation is important in the learning process, so learners' perceived wants cannot be ignored (Hutchinson and Waters, 1987: 57). Wants related to learners' desires. They realize that they need English to support their career.

### **d. Learning needs**

According to Hutchinson and Waters (1987: 60-62), learning needs indicates the route: how the learners are going to get from their starting point (lacks) to the destination (necessities).

To have useful analysis of learners needs, the needs, potential and constraints of the route must be considered. In addition, the learners must choose their route according to the conditions of the learning situations, their knowledge, skills and strategies, and their motivation.

### **e. Materials Design**

There are some points of view in relation with 'material' and material design'. Tomlinson (1998: 2) stated that material refers to anything which is used by the teacher or learners to facilitate the language learning. It can be in the form of textbook, cassettes, videos, dictionaries, newspapers, and so on. Moreover,

Tomlinson also states that material development refers to anything, which is done by the writers, teachers, or learners to provide sources of the language input and to exploit those sources, which can maximize the students' ability in learning the language.

The way materials are organized and presented as well as the types of the content and the activities will help to shape the students' view of the target language (Nunan. 1991). One of the most widely used material design model was proposed by Dick and Carey. Dick and Carey (in Borg and Gall: 1983) proposed 10 steps in the R & D cycle.

- 1) Step 1 involves the definition of goals for the instructional program or product.
- 2) In step 2, an instructional analysis is undertaken to identify the specific skills, procedures, and learning tasks that are involved in reaching the goal of instruction.
- 3) Step 3 is designed to identify the learners' entry skills and attitudes, the characteristics of the instructional setting, and the characteristics of the setting in which the new knowledge and skills will be used.
- 4) Step 4 involves translating the needs and goals of instruction into specific performance objectives. Performance objectives provide the basis for precise planning of instructional materials
- 5) During step 5, assessment instruments are developed. These instruments should be directly related to the knowledge and skills specified in the performance objectives.

- 6) In step 6 a specific instructional strategy is developed for assisting learners with their efforts to achieve each performance objective.
- 7) Step 7 involves the development of instructional materials, which may include print materials such as textbooks or other media. Lesson plans or guidelines for instruction would also be developed in this step.
- 8) Formative evaluation is conducted in step 8. Formative evaluation is done by developers while the product is under development, in order to support the process of improving its effectiveness
- 9) In step 9, the results of the formative evaluation are used to revise the instructional materials in ways that appear desirable based upon formative evaluation results.
- 10) Step 10 involves summative evaluation. Summative evaluation is conducted to determine how worthwhile the final program is.

#### **f. Task**

Learners are encouraged to activate and use whatever language they already have in the process of completing a task. The use of tasks will also give a clear and purposeful context for the teaching and learning of grammar and other language features as well as skills. Nunan (2007: 35-37) has summarized seven principles which have to be followed in the frame of task-based language teaching; scaffolding, task dependency, recycling, active learning, integration, reproduction to creation, and reflection.

The first principle, scaffolding, claims that lessons and materials should provide supporting frameworks within which the learning takes place. At the

beginning of the learning process, learners should not be expected to produce language that has not been explicitly taught. The learners have to be provided the language they need in order to complete the task. The second, task dependency, states that one task should grow out of, and builds upon the ones that have gone before. The third, recycling, states that the learners can experience how the target language items function in closely related to context and in completely different one. The fourth, active learning, states that learners acquire the language by actively using it. The teacher should play a more passive role as far as possible. The fifth, integration, states that learners are taught in ways that make clear the relationships between grammatical form, communicative function, and semantic meaning. The sixth, reproduction to creation, claims that learners reproduce language models provided by the teacher or the textbook. These tasks are designed to give learners mastery of form, meaning and function, and provide a basis for creative tasks. The last, reflection, Nunan mentions the reflective element, namely that learners should be given opportunities to reflect on what they have learned and how well they are doing.

#### **g. The Process of Instructional Design**

“Instructional process is a systematic process in which every component (i.e. teacher, learners, materials, and learning environment) is crucial to successful learning” (Dick, Carey & Carey, 2001: 2). This study is to develop a set of teaching-learning materials. Therefore, it should be developed neatly and carefully by following systematic procedures in order to make it successful; i.e. it

reaches its objectives. One of models of instructional design that provide stages in developing an instructional material belongs to Hutchinson and Waters' design model.

According to Hutchinson and Waters (1987: 65), course design is the process of interpreting data about learning need in order to produce an integrated series of teaching-learning experiences. There are three main approaches to course design according to Hutchinson and Waters (1987), they are:

1) Language-centred approach

Language-centred course design process aims to draw direct connection between the analysis of the target situation and the content of the ESP course.

2) Skills-centred approach

Skills-centred course design process aims to help the learners develop certain skills and strategies. Therefore, its learning objectives are to develop learners' competencies so that they are able to perform in the target situation.

3) Learning-centred approach

Learning-centred course design process concerns with the process of learning of the learners. It aims to help learners understand how they can acquire their competencies

## **h. Materials Evaluation**

Tomlinson and Manuhara (in Indrayanti and Sa'jaun (2009: 7)) define the term of material evaluation as the activity in evaluating materials. It involves measuring the value of a set of learning material by making judgment about the

effect of the materials on the students using them. Further, Tomlinson (1998: 192) states that the evaluation of materials aims to find out, which components of the learning materials need to be fixed and improved for the sake of learning outcomes improvement.

To evaluate the materials, some experts of media would be asked to get their judgments. The students and the teacher would be asked to get their comments about the materials. Questionnaires and interviews would be used to evaluate the materials.

### **3. Text-based**

Text-based teaching involves explicit teaching of the structure of different text types and an instructional strategy in which the teacher introduces the text and its purpose features, guides students through the production of texts through the process of scaffolding. Nunan (1999:308) also states that genre is a purposeful, socially constructed oral or written communicative event, such as narrative, a casual conversation, a poem, a recipe, or a description. Different genres are characterized by a particular structure or stages, and grammatical forms that reflect the communicative purpose of the genre in question.

Furthermore, Knapp and Watkins (2005:21) argue that genre is an organizing concept for our culture practices, any field of genres constitutes a network of contrasts according to a variety of parameters, genre is a place occasion, function, behavior, and interactional structure; it is very rarely useful to think of it as a kind of 'text', genre is culture competence involves knowing the

appropriateness principle for any genre, knowing the kind of margin you have with it, being able to vary it, knowing how to shift from one to another and how many factors would be involve in any such shift.

#### **4. The Nature of Speaking**

##### **a. Learning Speaking**

Function of speaking of language is a means of communication, as like Wilkins opinion in his book (1974:1) that language is central to human experience and if we are to understand the process by which men communicate with one another, it most looks closely at the human capacity for language and at the particular qualities of language which important role within us and between us. Brown and Yule (1983: 23) assume that in language teaching, students mostly learn about the nature of interactional speech in his own language can be transferred to the foreign language. It means that oral skill takes amount part in language learning

Having ability to speak at least one foreign language is necessity. In real life encounters most contacts a language learner will possibly take the form of oral interaction. Talking about the development of speaking skills during a teaching and learning process, it is necessary to consider a number of factors influenced this process, such as oral production, the process of communication, number of interlocutors, interaction patterns, an amount of information processed, time span, teacher, student, the conditions under which all these elements mutually interact.

Speaking is a productive skill that can be directly and empirically observed (Brown, 2001:140), involving two people who are engaged in talking to each other (Harmer, 2007: 67), using language to express meaning so that other people can make sense of them (Cameron, 2001: 40). The productive skill is the skill that is used by learners to produce language. In this case the speakers' performance can be directly observed and empirically measured in the speaking process. Involving two people who are engaged in talking to each other, this situation means that the speakers share their understanding with each other in some kinds of informational exchanges. Here, the speakers deliver their intention in appropriate diction so that the listener will understand the meaning. By using language to express meaning, the speakers express their intended meaning to the listeners so that the listeners can make sense of the speakers. Here, the participants have the same knowledge so that the speaker's intended meaning can be easily delivered.

#### **b. Aspects of Speaking Skills**

Nunan (1999) states that fluency means that the speakers are required to be able to keep going when speaking spontaneously. However, it does not mean that the speakers speak so fast because sometimes pausing is important. That pause is an aspect of fluency which may be long but not frequent. Moreover, when speaking fluently, speakers should be able to get the message across with whatever resources and abilities they have got and regardless of any grammatical and other mistakes. Otherwise, Nunan (1999) also asserts that accuracy means



that the speakers are required to use the correct vocabulary, grammar, and pronunciation. It uses correct example of language use.

The differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows.

**1) Activities focusing on fluency**

- a) Reflect natural use of language
- b) Focus on achieving communication
- c) Require meaningful use of language
- d) Require the use of communication strategies
- e) Produce language that may not be predictable
- f) Seek to link language use to context

**2) Activities focusing on accuracy**

- a) Reflect classroom use of language
- b) Focus on the formation of correct examples of language
- c) Practice language out of context
- d) Practice small samples of language
- e) Do not require meaningful communication
- f) Control choice of language

**c. Types of Classroom Speaking Performance**

In designing speaking activities or instructional materials for second language or foreign-language teaching, it is necessary to recognize the different functions speaking performs in daily communication and the different purposes

for which the students need speaking skills. According to Brown (2001: 271-274), there are five types of speaking. They are imitative, intensive, responsive, interactive, and extensive.

In imitative speaking performance, learners imitate or parrot back a word or phrase or possibly a sentence. The purpose of imitation is not for meaningful interaction but for focusing on some particular elements of language form. Drilling is the example of imitative speaking performance. An intensive speaking performance is related to the production of short stretches of oral language to demonstrate the competence such as grammatical, phrasal, lexical, or phonological relationship (prosodic elements: intonation, stress, rhythm, juncture) (Brown, 2004: 273).

Another type of classroom speaking performance is called responsive. Short replies are the example of speaking performance which does not extend into dialogues, for example standard greetings, simple requests and comments etc. The stimulus is always a spoken prompt in order to preserve the authenticity with only one or two follow-up questions (Brown, 2004: 141).

Interactive speaking performance consists of transactional and interpersonal dialogues. Transactional dialogue is carried out for the purpose of conveying or exchanging information. This type of speaking performance is an extended form of responsive language. A conversation is the example of transactional dialogue. Another extended form of performance in interpersonal dialogue. Compared to the purpose of transactional language, interpersonal (dialogue) tends to maintain social relationships better than exchange information.

Some elements may involve in a dialogue such as a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm etc.

The last speaking performance is extensive (monologue). Extensive oral production can be in the form of reports, summaries, and speeches. It can be planned or impromptu.

Meanwhile, Thornbury (2005: 89-110) suggests some activities to promote speaking. They are discussion and debate; drama, role play, and simulation; presentation; classroom conversation and casual chat; outside-class speaking; and storytelling, joke, and anecdote. Discussion and debate tend to be difficult speaking activities and therefore they are commonly suitable for higher level students (intermediate/advance). Many teachers would agree that discussion at class which arise students to talk spontaneously is a good activity since it provokes the students to exchange information.

#### **d. Macro and Micro skills of Speaking**

Brown (2004: 142) distinguishes between micro skills and macro skills of speaking. The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. Brown (2004: 142-143) continues to explain micro and macro skills of oral production as quoted below.

**1) Macro skills**

- a) Appropriately accomplish communicative functions according to situations, participants, and goals.
- b) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and floor-yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
- c) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new and given information, generalization, and exemplification.
- d) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- e) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor in understanding you.

**2) Micro skills**

- a) Produce differences among English phonemes and allophonic variants.
- b) Produce chunks of language of different lengths.
- c) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- d) Produce reduced forms of words and phrases.
- e) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- f) Produce fluent speech at different rates of delivery.
- g) Monitor one's own oral production and use various strategic devices— pauses, fillers, self- corrections, backtracking— to enhance the clarity of the message.
- h) Use grammatical word classes (nouns, verbs etc.), system (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- i) Produce speech in natural constituents: in appropriate phrases, pause groups breathe groups, and sentence constituents.
- j) Express a particular meaning in different grammatical forms.
- k) Use cohesive devices in spoken discourse.

(Brown, 2004: 142-143)

## **Communicative Language Teaching (CLT)**

### **e. The Nature of Communicative Language Teaching**

According to Richards (2006: 24-25) communicative language teaching (CLT) is a new approach used widely since the 1990s. CLT is the name which was given to a set of beliefs which included not only a re-examination of what aspect of language to teach, but also in a shift in emphasis in how to teach. The “what to teach” aspect of the communicative approach stressed the significance of language function rather than focusing solely on grammar and vocabulary. A guiding principle was to train students to use these language forms appropriately in variety of context and for a variety of purposes. The “how to teach aspect” of communicative approach is closely related to the idea that language learning will take care of its self and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for students’ development and skill (Harmer, 1998: 84). Here are some core assumptions of current CLT.

- 1) Native language is allowed as long as learners engage in interaction and meaningful communication.
- 2) Learners negotiate meaning through the task, expand their language resource, and notice how language is used.
- 3) Learning language is a gradual process involving creative use of language and trial and error. The goal of learning is using the new language fluently and accurately.
- 4) Successful language learning uses communication strategies.

- 5) The role of the teacher is a facilitator and learners learn through collaboration and sharing.

#### **f. Activities in Communicative Language Teaching**

Developing materials is about developing activities as well. In guiding the developing of the activities that reflect the principles of communicative language teaching methodology, Richards (2006: 15) proposes several main types of activities that were one of the outcomes of CLT.

##### **1) Fluency and Accuracy Activities**

Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdown. There are several characteristics of fluency activities; reflect natural use of language, focus on achieving communication, require meaningful use of language, require the use of communication strategies, produce language that may not be predictable, seek to link language use to context.

On the other hand, focuses on creating correct examples of language use. It deals with grammatical and pronunciation problems. Using balance of fluency activities and accuracy and to use accuracy activities to support fluency activities is what the teachers should do.

##### **2) Information-Gap Activities**

Information gap is an important aspect in CLT. This is based on what people in real communication do. They communicate in order to get the

information that they do not have before. In information-gap activities, students use their linguistic and communicative resources in order to obtain information. They will also deal with vocabularies, grammar, and communication strategies to complete a task.

### 3) Jigsaw Activities

This activity has the information-gap principle as the basis. Usually, the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In order to complete the activities, students need to use their language resources to communicate meaningfully.

### 4) Task Completion Activities

In these activities, students are expected to use their language resources to complete the given task.

### 5) Information-gathering activities

Collecting information using their linguistic resources is what the students are expected to do in this type of activity. It can be done through student-conducted surveys, interviews, and searches.

### 6) Opinion-sharing activities

This is a kind of activities in which students compare values, opinions, beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing something.

#### 7) Information-transfer activities

In applying this activities, learners are required to take information that is presented in one form and represent it in different it in a different form. For example, students may read instructions on how to get from A to B, and thet draw a map showing the sequence.

#### 8) Reasoning-gap activities

These involve deriving some new information from given information through the process of inference, practical reasoning, etc. For example, working out a teacher's timetable on the basis of given class timetables.

#### 9) Role plays

Role play is an activity in which students are plays roles and improvise a scene or exchange based on given information or clues. This type of activity is used a lot in communicative learning.

### 5. Comic Strips

Sudjana (2002:664) defines a comic as a kind of cartoon from expression character and playing a story in sequences of closely related drawing and it is designed to give fun to the readers. It contains sequential brief and interesting stories with complete the action. Comic also appear in newspaper and books. Meanwhile, Maila in beard and Rhodes (2002) state that comic is a narrative text told by way of sequence of pictures which has continue cast from one sequence to the next and the enclosure of dialogue and/or text within the pictures. In addition,



Hornby (1987:168) states that comic is books or magazines which contains story in the form of drawing.

Comics are an art form using a series of static images in fixed sequence. Written text is often incorporated. The two most common forms of comics are comic strips (as appear in newspaper) and comic books (also popularly called “manga” when referring to Japanese comic books). Comic strips are serial comics that are published in a newspaper. Whereas comic books are collections of stories that have pictures and consist of one or more title and theme. They are called comics or comic books in Indonesia.

Mc Cloud (1993) says that comic strips is a composition of picture or other images in purposeful sequence which have aims to convey information and visual response in the view. He also adds that comics can be educational tools which have strength to motivate students’ learning.

Csbay (2006) defines the characteristics of comic strips into some principles. First, comic strips are authentic language using a visual written text (dialogue). It is useful for students because it can motivate the students. The use of comic strips will help students to understand the meaning. It is because the language is provided naturally. They can understand the use of language in the real life. The “authentic” presentations help them to enlarge their vocabularies. It is very easy for them to recall the content because of the visualization in the comic strips. In the other word, the visual in comic strips can provide communicative competence. Comic strips also contribute the communicative competence by the use of body language and gesture. Another job of comic strips

is to help the students in learning the whole set of English language not simplified. The activities will active their language production in the real situation using the correct expression.

According to Fabregas (2013), there are several differences of comic strip and comic book. The first difference is that comic strip merely has limited panels while comic book has any number of panels. Secondly, comic strips theme usually is humorous or satirical while comic book theme has any kinds of plot. Third, the story of a comic strip could stand alone which differs from a comic book that needs continuity. Considering those characteristics, it is important to look deeper at the use of comic strips in the classroom.

#### **a. The criteria of a Good Comic Strip**

According to Mc Cloud (2006) there are several aspects that should be considered in making a good comic. The aspects are choice of moment, choice of image, choice of frame, choice of word, choice of flow, character design, characters body language and facial expression, choice of landscape and properties.

Choice of moment and image that is illustrated in a panel should describe the topic of story. The choice of frame, caption, and dialogue balloon should support the story. The choice of plot should be clear by following the flow of the panel. The choice of character should be easy identified. The characters body language and facial expression should be easily recognized. The coloration should

support the illustration of the comic. The language use in the comic should discuss the topic of the story and the grammatical should be correct.

#### **b. Roles of Comic strips in Teaching Speaking**

Comic or comic strips are an art work which has sequence of stories about characteristics and events in the form of picture which can be humorous, mystery, adventure, love and etc. Besides, it can not only entertain the reader with funny or mystery story, but also be used as an authentic material or media in teaching speaking. According to Davis (1990) comic strips are one of authentic materials which have been explored over the past few years in teaching language. In addition, Oller in Csabay (2006:24) states that comic strips are authentic and using authentic material is very important in language teaching and learning. It can help students

Strength of comic strips in education according to Versaci (2002) can be described as follow:

##### **a. Motivating**

The most frequently mentioned asset of comic strips as an educational tool is its ability to motivate students. Through comic strips as a media, the teacher can give motivation to the students to learn English in more enjoyable and interesting way. The students, especially young learner, like read the comic strips. If they are given options to study or read the comic strips, they will choose read the comic strips. So, with the use of comic strips as a media

in teaching English, they do not realize that they are learning English. They are motivated to learning English.

b. Visual

Comic strips, being composed of pictorial and other images, are fundamentally the interest of the students in comic strips emphasizes the potential of visual medium. This is comic strips' primary advantage over other literary forms. Picture and text shoulder the burden of communication together; an interplay of the written and visual. Some people feel that comic strips cannot quite literally put a human face of any given subject resulting in intimate, emotional connection between learners and characters of comic strips.

c. Intermediary

Comic strips can serve as an intermediate step to difficult disciplines and concepts. Many teachers have used comic strips in this manner with tremendous success. Comic strips can lead them towards the discipline reading, especially those who do not enjoy reading or have a fair or failure.

d. Popular

Comic is a popular reading for children. If we ask the students, whether they have read comic or not, most of them would say, "yes." It is very popular because comic has interesting story and full of colors. That is why the children like it. By comics, students can learn about culture. Teachers can introduce popular culture into their classroom easily and effectively through comics. By incorporating popular culture into curriculum teachers can bridge the

separation many students feel, between their lives in and out of school. According to Versaci (2002), through comic, teacher can lead their students in a study of “contemporary lifestyles, myths, and values”

## **B. Conceptual Framework**

Oral skill is one of the important skills that should be acquired by students. Ideally, in the oral teaching and learning process, students have to be given some opportunities to practice a target language and produce it in the spoken form. They can practice the language in the forms of dialogs, monologs, discussions, games, or role plays. Besides, those practices can be given in controlled, guided, or creative activities. As has been stated in Chapter I, the tenth grade students of SMA N 1 Sleman have a main problem which is related to there isn't any specific book and materials based on curriculum 2013 used by their teacher to support their speaking skills improvement. Students had to find those materials of the certain topic by themselves. They thought that it is hard for them to always look for the materials for every topic. Based on the observation conducted in SMA N 1 Sleman, one of characteristics of tenth grade student is they mostly liked to read online comic and comic book. This is one of the reasons to solve the problem by developing speaking material trough comic strips based on curriculum 2013. It is hoped that students' oral skill will be improved. The actions would be carried out in the second semester of social III students of grade X at SMA N 1 Sleman. I developed it based on the R & D steps proposed by Borg and Gall, i.e. identifies and defines a problem and educational need in a field of research, planning

objectives, learning activities, and small scale testing, the development of a preliminary form of the product, preliminary field testing, product revision, main field testing, operational field testing.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This research is aimed at developing comic strips speaking material for grade X of SMA N 1 Sleman. It is categorized as Research and Development study. Borg, Borg, and Gall (1989) propose that R&D is an industry-based development model, in which the research findings are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specific criteria of effectiveness, quality, or similar standards.

#### **B. Research Product**

The final product of this research is a comic strips speaking material for grade X of SMA N 1 Sleman in the second semester in academic year of 2013/2014 based on curriculum 2013. This book consists of three chapters. The first chapter focused on how to describe people (descriptive). It consisted of sixteen tasks. The second chapter focused on how to tell an experience (recount). It consisted of twenty one tasks. The third chapter focused on how to tell a story (narrative). It consisted of eighteen tasks.

#### **C. Research setting**

This research was conducted from January 2014 to April 2014 at SMA N 1 Sleman that is on Jl. Magelang Km. 14, Medari, Caturharjo, Sleman, Yogyakarta. It has fifteen classrooms. The research conducted in this school

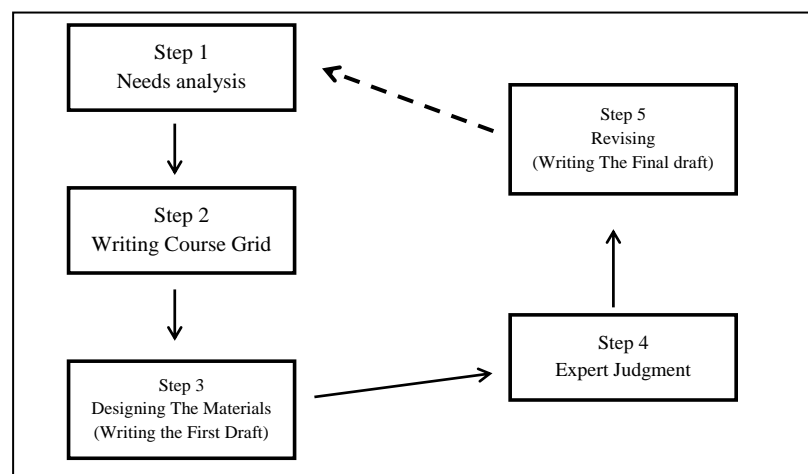
because this is one of schools in Sleman regency which have applied curriculum 2013 since the first try out period but there is not any specific speaking material based on curriculum 2013 for learning process.

#### **D. Research Subject**

The research subjects were the students of grade X students of SMA N 1 Sleman in the second semester in academic year of 2013/2014. Students of grade X that chosen consisted of 32 students.

#### **E. Research Procedure**

The research procedure referred to the system approach model by Dick and Carey (in Borg, Borg, and Gall (1989)). However, the model is simplified by selecting only some steps to be applied in the study. It is in order to shorten the research time and make it more effective. The simplified model is illustrated below.



**Figure 3.1. The model of system material development from Dick and Carey.**



#### 1. Step 1 : Needs Analysis

In this steps, needs analysis and curriculum analysis are conducted. It had purposes to gather information of the learning and learners' needs. The data obtained by distributing the first questionnaire among grade X students of SMA N 1 Sleman in the second semester in academic year of 2013/2014.

#### 2. Step 2 : Writing Course Grid

The results of needs analysis and curriculum analysis were used to write a course grid that was used as the framework to develop the materials. The course grid was consisted of learning objectives, language functions, key expressions, language focuses, key grammatical structures, key vocabulary, input texts, media, and learning activities.

#### 3. Step 3 : Designing The Materials

Developed comic strip speaking material based on the course grid was started in this step. There were 3 units which each consists of about 17 tasks. The materials focused on speaking skill.

#### 4. Step 4 : Expert Judgment

The materials were evaluated by the experts to assess the appropriateness of the materials. The proccess of assessment was using expert judgment questionnaire. The questionnaire was adapted from the criteria of material development proposed by BNSP (*Badan Standar Nasional Penilaian*). The experts were also provided some spaces write their opinion or suggestion.

## 5. Step 5 : Revising

The result of the expert judgment questionnaire were analyzed and used to revise the first draft of the materials. The revisions were based on some categories such as the content, language presentation, layout, and comic illustration. After being revised, the materials were considered as appropriateness English learning material.

## F. Data Collections and Instruments

### 1. Data Collections

There were two kinds of data in this research; qualitative data and quantitative data. The qualitative data were used to identify the target needs. Meanwhile, the quantitative data were used to identify the learning needs and evaluation in expert judgement.

In this study, some techniques were used in collecting the data as follow :

#### a. Interview

This technique was used for analyzing the target needs of the learners. To find the target needs of the learners, interviews with the english teacher of tenth grade of SMA N 1 Sleman were conducted. The teacher was interviewed to support the data from questionnaires.

#### b. Questionnaire

There were two kinds of questionnaire used in this research. Firstly, the needs analysis questionnaire was used to gather the data of the target

and learning needs in English. The learners were asked to answer several questions related to the characteristics and needs in learning English by choosing one or more options from several options provided. However, they were also allowed to give other answers related to the questions.

Secondly, options and suggestions from the expert were asked through expert judgment questionnaires to gain the evaluation of the materials developed, to evaluate the illustration of comic strips, and to find the appropriateness of the materials designed.

## 2. Data Instruments

### a. Questionnaire

There were two types of questionnaires distributed to student and material expert. They were need analysis questionnaire and expert judgment questionnaires. First, need analysis questionnaire was distributed to find out the target needs and the learning needs of the X grade of SMA N 1 Sleman. This questionnaire was adapted from Nunan (2004) and Hutchinson and Waters (1987). Second, the expert judgment questionnaire was proposed to the materials expert and comic illustration to get suggestions and comments about the material development. This questionnaire was adapted from BSNP (*Badan Standar Nasional Penilaian*) and Mc Cloud (2006). The result of expert judgement questionnaire were used to revise the first draft of the material.

#### b. Interview Guide

The interview guide was used to gather some information about students' problems and needs from the teacher. Teacher's information was used to support the result of needs analysis questionnaire which was distributed to students.

### G. Data Analysis Techniques

#### 1. Quantitative Data

The quantitative data were the results of data collection through questionnaire. There were two types of questionnaire in this research. They are questionnaire for needs analysis and questionnaire for material evaluation. Quantitative data from need analysis questionnaire were analyzed through calculating the percentage of each answer on the questionnaire by following the formula proposed by Sugiyono (Sugiyono, 2009: 144):

$$P(\%) = \frac{f}{n}(100)$$

Where : P = Percentage

$f$  = Frequency

$n$  = Total number of Respondents

100 = Fixed number

The highest percentage of answer on each questionnaire is considered as the tendency of the students related to the condition.

The next quantitative data were data from material evaluation. The data from this questionnaire were measured by using Mean and analyzed by using a formula proposed by Suharto (2008: 14) which is :

$$Mn = \frac{\sum fx}{N}$$

Where: Mn= Mean

$\sum fx$ = total score

N= total number of data.

In classifying the category of the mean, theory proposed by Suharto (2006: 52-53) about quantitative data conversion was used.

$$R = \frac{(Xt - Xr)}{4}$$

Where: R= Range

$Xt$ = highest score

$Xr$ = lowest score

The range obtained from calculating of the formula above was 0,75. The conversion was presented below.

**Table 3.1. Quantitative data conversion.**

Scale	Descriptive Categories	Interval
1	Poor	$1 \leq x \leq 1.74$
2	Fair	$1.75 \leq x \leq 2.24$
3	Good	$2.25 \leq x \leq 3.24$
4	Very Good	$1.25 \leq x \leq 4$

## 2. Qualitative Data

The qualitative data were gathered from the interview with the tenth grade students and the teacher. The data were analyzed using several steps proposed by Miles and Huberman (1994).

- a. Data reduction : the process of transforming masses of data into smaller number of categories.
- b. Data display : organizing into that permits conclusion drawing and action.
- c. Data conclusion : deciding what things means.

## **CHAPTER IV FINDING AND DISCUSSION**

This chapter presents the findings of this research. The findings cover the results of the needs analysis, the course grid, the unit design, and the first draft of the materials, the expert judgment, and the final draft of the materials. A discussion of the findings is also presented here.

### **A. Research Findings**

#### **1. The Results of the Needs Analysis**

##### **a. Target Needs**

The respondents of the needs analysis questionnaire were grade ten students of SMA N 1 Sleman. The description of the respondents is presented in the following table.

**Table 4.1 Respondents of The Needs Analysis**

<b>Number of Respondent</b>	<b>Sex</b>		<b>Age</b>
	<b>Male</b>	<b>Female</b>	
32	20	12	16

From the Table 4.1, it could be seen that there were 32 participants who filled in the questionnaire. The respondents consisted of 20 males and 12 females. The age of the respondents was around 16 years old.

According to Hutchinson and Waters (1987:54) target needs are what the learners need to do in the target situation. Target needs consist of 3 aspects which are necessities, lacks, and wants.

##### **1) Necessities**

According to Hutchinson and Waters (1987:55), target needs are what the learners need to know in order to function effectively in the target

situation. The descriptions of the student's necessities are presented in the following table.

**Table 4.2 Necessities of the Students**

No.	Questions	Options	Percentage (%)
1	My purpose in learning English is ....	to enable me to do job interview appropriately.	6.25
		to enable me to communicate with English native speakers well.	40.63
		to enable me to master and use grammar and vocabularies for daily life.	15.63
		to help me when I continue my study abroad.	6.25
		other.	0

For the target need of necessity, there were 40.63% of the students that had purposed of studying English because they wanted to be able to communicate with English native speakers. The students who wanted to be able to master and use grammar and vocabularies for daily life was 15.63%. According to the necessity of the students above, this book provides materials that lead students to be able to communicate in English because the tasks of this book require students to communicate a lot in the class, such as communicating information and sharing the answer to other.

## 2) Lacks

Lacks are related to the gap of the students between what that they already have and what they have to know in the target situations. The descriptions of the students' lacks are presented in the following tables.



**Table 4.3 Lack of the Students**

<b>No.</b>	<b>Questions</b>	<b>Options</b>	<b>Percentage (%)</b>
2	When speaking English, I have difficulties in .....	expressing particular language functions.	18.75
		memorizing the patterns (formulas of the sentence).	25
		memorizing the functional text, such as describing people, telling a story or an experience.	31.25
		expressing particular meaning due to the limited number of vocabulary mastery.	25
		other.	0

When speaking in English, the difficulties faced by 31.25% of the students were related to memorizing the elements of functional text, such as describing people and telling a story or an experience. The second difficulties faced by 25% of the students were related to memorizing the pattern (formulas of the sentence) and expressing by particular meaning due to the limited number of vocabulary mastery. According to the lack of the students above, this book provides materials containing some functional texts and the elements of describing people, telling a story or an experience, so it will help students to produce oral functional texts. This book also provides some grammar and vocabularies related to each topic of the book, such as present tense, adjectives.

### 3) Wants

Wants related to students' want. The students may have a clear idea of the necessities of the target situation and their lacks. They also have a view to

what they want or they need (Hutchinson and Waters, 1987: 57). The descriptions of the students' wants are presented in the following tables.

**Table 4.4 Wants of The Students**

No.	Questions	Options	Percentage (%)
3	I learn English, especially speaking, to make me.....	able to master grammar, so it will help me in daily communication.	12.5
		able to master vocabularies related to daily life.	15.63
		able to use formal and informal to communicate well.	21.87
		able to use any kind of words, sentences, and expression to communicate well.	28.13
		other	0
4	My desire after I learn English in Senior High School is .....	to have a good speaking skill, so it will help me in the future.	53.13
		to have a good listening skill, so it will help me to understand on communicating in English.	31.25
		to have a good writing skill because I want to be writer in the future.	6.25
		to have a good reading skill, so it will help full when I continue studying abroad.	9.37
		other	0

For the students' wants, the percentages nearly had same quantity. There were 28.13% of the students who wanted to be able to use any kind of words, sentences, and expression to communicate well after learning English, especially speaking. The students who wanted to be able using formal and informal to communicate well was 21.87%. There were 53.13% of the students who intended to have a good speaking skill, because it would help them in the future after they learnt English in Senior High School.

To accommodate the students' wants, various activities that cover the use of words, sentences, and expressions in formal or informal situations were developed. The audio materials of the listening section were also recorded using native speakers voice to make the students practice listening from real situation. This book also provides lists of vocabularies and the use of grammars.

#### b. Learning Needs

Learning needs is considered as what the learner needs to do in order to learn (Hutchinson and Waters 1987:60).

##### 1) Input

Input refers to the spoken and visual data that learners' work within the course of completing task. The descriptions of the input are presented in the following tables.

**Table 4.5 The Topic of Comic**

No.	Questions	Options	Percentage (%)
5	The topic of input materials in the form of comic strips that I want is .....	related to daily life	53.13
		related to teenage world	31.25
		related to education	6.25
		related to entertainment	9.37
		Other	0

Table 4.5 shows that there were 53.13% of the students who wanted topic of the material that had relation with daily life and the students who chose topic related to teenage world were 31.25 %.

**Table 4.6 Comic Input**

No.	Questions	Options	Percentage (%)
6	The input that I want is that .....	there is a clear situation	62.50
		There is a clear plot	12.50
		there is pronunciation added	0
		there is picture related to daily life	25
		other	0

For comic input, most of students about 62.50% wanted a clear situation provided in the comic strip and the students who wanted a clear plot was 12.50%, so it would help them to understand the learning material.

**Table 4.7 Input Lengths in Balloon Text**

No.	Questions	Options	Percentage (%)
7	The number of words that I want in the balloon text is .....	10 – 20 words.	15.63
		20 – 30 words.	21.87
		30 – 40 words.	28.13
		>50 words.	34.37

Table 4.7 shows that should be >50 words long in the balloon text as 34.37% of students voted for it. There were 28.13% of students who also chose 30-40 words in the balloon text.

**Table 4.8 Comic Color and Font Types**

No.	Questions	Options	Percentage (%)
8	The composition of the color in comic strips that I want is .....	black and white	0
		Colorful	100
		Other	0
9	The font type that I want in the comic strips is .....	Comic Sans MS	84.37
		Century Ghotic	6.25
		Times New Roman	9.37
		Agency FB	0
		Other (600D 3ven1n6)	3.13

For comic color and font types, all of the students chose colorful comic strips to be used in the speaking material book. The students who chose Comic Sans MS as the font types were 84.37% of students.

**Table 4.9 Characters of the Comic**

No.	Questions	Options	Percentage (%)
10	Characters that I want in the comic are .....	Animals	0
		teacher and students	12.50
		Superhero	3.13
		character represented in daily life	81.25
		other	0
11	The characters in the comic that I want is .....	always change the characters in every comic strips	3.13
		always use the same characters in every comic strips	15.63
		combine characters in the previous panels with a new character in every comic strip.	81.25
		other	0

Table 4.9 shows that most of the students about 81.25% wanted the characters used in the comic strip are characters represented in daily life and there were 81.25% of the students who wanted to combine characters in the previous panels with a new character in every comic strip but the number of characters is limited to easier students memorizing the characters.

From the input data above, the book used teenagers' daily life as the topic. It had clear situation and < 50 words in the dialogue balloon. The comic was also colorful and used Comic Sans MS as the font types. For the character, the book used the characters that represent of daily life and

combined characters in the previous panels with a new character in every comic strip to help students memorizes the characters.

## 2) Procedures

Procedures specify what learners will actually do with the input that forms the point of departure for the learning task. The descriptions of the procedure are presented in the following tables.

**Table 4.10 Learning Procedures**

No.	Questions	Options	Percentage (%)
12	In speaking, I want activity like .....	practicing dialogue	15.63
		completing the missing words then practice it	21.87
		role play	28.13
		sharing information with friend	34.37
		other	0

Table 4.10 shows that in the speaking activity, the percentages had a same quantity. There were 15.63% of students who chose practicing dialogue, about 21.87% of students chose completing the missing word then practice it, about 28.13% of the students chose role play, and about 34.37% of the students chose sharing information and share . It means that students wanted to have a various activity in the learning process. It covered practicing dialogue, completing the missing words then practicing it, role play, and sharing information with friend. Various activities were used in the procedure of the speaking book.

### 3) Setting

Setting refers to the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. The table below shows the setting of learning that most of the students want.

**Table 4.11 Setting**

No.	Questions	Options	Percentage (%)
13	When I do speaking task, I like doing the task in .....	individual	15.63
		pairs	28.13
		small groups	3.13
		big groups	0
		other (variation)	53.13
14	In doing the activity, I like .....	doing individually	0
		discussion and doing in pairs	12.50
		discussion and doing in a big group	3.13
		discussion and doing in a small group	81.25
		other	0
15	I like doing activity in the .....	class	81.25
		field	15.63
		park	3.13
		other	0

Table 4.11 shows that in doing the task, the students who wanted to do the task in variation were 53.13%. Sometimes, they wanted to do the task individually, pairs, or groups. In doing the activity, about 81% of students liked doing the activity in a discussion session and in a small group. In doing the activity, most of students about 81,25% preferred to do the activity inside the classroom.

From the data above, the activities of the book are made in variation. The tasks are made individually, pairs, and groups. The book also provided discussion part in a small group.

#### 4) Learner's role

Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants (Nunan, 2004: 64). The descriptions of the learner's role are presented in the following tables.

**Table 4.12 Learner's Role**

No.	Questions	Options	Percentage (%)
16	In doing English activity, I want to be a/an .....	active participant	81.25
		passive participant	3.13
		listener and participant	12.5
		Other	3.13

Table 4.12 shows that in doing English activity, the students around 81.25% wanted to have role as an active participant. The students around 12% wanted to have the role as listener and participant. It means that students wanted to be active learners.

#### 5) Teacher's Role

Teacher's role is described as the action of the teacher in the learning process such as controller, director, manager, facilitator, and resource (Brown, 2001: 167 -168). The descriptions of the teacher's role are presented in the following table.



**Table 4.13 Teacher's Role**

No.	Questions	Options	Percentage (%)
17	During doing task, I like if the teacher .....	walks around to help students doing the tasks if there are some difficulties.	15.63
		gives the answer spontaneous if the students face difficulties.	6.25
		as a facilitator during the doing the task.	53.13
		gives comments to students task.	25
		Other	0

Table 4.13 shows that during the task, some students about 53,13% liked if the teacher acted as a facilitator during the task completion. There were 15,63% of the students who liked if the teacher walked around to help students doing the tasks if there were some difficulties.

The needs analysis interview was conducted on 19<sup>th</sup> October 2013 to English teacher and some students of grade ten students of SMA N 1 Sleman. Based on the interview with the English teacher, Mrs. Nanik, S.Pd, it was found that the main problem of her teaching was that there was not any a specific book based on curriculum 2013. It means that providing English book based on curriculum are needed for learning process.

Based on the interview with the students, it was found that they had less ability in speaking. It means that focusing on developing speaking material was needed for students speaking improvement.

Comic strip is chosen as the media in developing material because most of the students liked to read comic book and online comic. This was the reason of choosing comic strips as the media in developing material. If the

students liked the material, it would carry out the students to improve their speaking skills.

Based on the questionnaire and interview data above, it could be seen that grade ten students of SMA N 1 Sleman needed a speaking material in a form of comic strips that covered the learners and learning needs. From the data above, it could be seen that the students were interested in reading comic. To make the learning process interesting for them, it was important to use media that they liked such as comic. It means developing comic strips speaking materials for grade ten students of SMA N 1 Sleman was needed.

## 2. The course grid

The course grid was written after the researcher found out the target needs and the learning needs of the students. The students' preferences were shown by the highest percentage of the students' answers in the needs analysis questionnaire. The course grid, then, was written in accordance to the highest percentage of the target needs and learning needs.

The course grid was written as the guideline for developing the comic strips speaking materials for tenth grade of SMA N 1 Sleman. The researcher wrote 3 course grids as the learning material which was developed into 3 units.

In unit one, the materials are related to core competence number 1,2,3,4 and basic competence number 1.1, 2.3, 3.7, 4.8, 4.9, and 4.10. The title of the unit is "What does he look like?". The indicators are students are able to

analyze the social purposes, text structure, linguistics features of simple descriptive texts about people based on its context, comprehend the meaning of oral simple descriptive text, cite an oral simple descriptive text about people focused on the social purposes, text structure, linguistics features of simple descriptive text about people based on its context, create an oral simple descriptive text about people focused on the social purposes, text structure, linguistics features of simple descriptive text about people based on its context, short dialogue related to simple descriptive text about people and short dialogue related to expressions of complimenting and responding to compliments as the input texts, using simple tense and vocabulary. This unit consists of 19 activities.

In unit two, the materials are related to core competence number 1,2,3,4 and basic competence number 1.1, 2.3, 3.9, 4.13, and 4.14. The title of the unit is “It was really amazing!”. The indicators are students are able to analyze the social purposes, text structure, linguistics features of simple recount texts about experience based on its context, comprehend the meaning of oral simple recount text, create an oral simple recount text about experience focused on the social purposes, text structure, linguistics features of simple descriptive text about people based on its context, short dialogue related to simple recount text about experience and short dialogue related to direct and indirect speech as the input texts , using past tense and vocabulary. This unit consists of 22 activities.

In unit three, the materials are related to core competence number 1,2,3,4 and basic competence number 1.1., 2.3, 3.9, and 4.15. The title of the unit is “What a nice story!”. The indicators are students are able to analyze the social purposes, text structure, linguistics features of simple narrative text about Indonesian folklore based on its context, comprehend the meaning of oral simple narrative text, and create an oral simple narrative text about Indonesian folklore focused on the social purposes, text structure, linguistics features of simple descriptive texts about people based on its context, short dialogue related to simple narrative text about Indonesian folklore and short dialogue related to expression of asking and giving opinion as the input texts, using past continuous tense and vocabulary. This unit consists 19 activities. The complete course grid can be seen in the appendix D.

### 3. The Unit Design

The next step after writing the course grid was developing comic strip speaking material. The learning materials were developed into three units. Each unit was developed and sequenced using the same procedure.

Each unit has title page of the unit before the given activities. The typography of each unit has the same elements. The number of the unit is in the up-right corner of the page. The title of the unit is written under the unit number. The title is written based on the topic that were going to learn. Below the unit title, there are some pictures that illustrate activities that were going to learn by the students in the unit. Below the pictures, there is a short

paragraph contained a brief description about what the students' need to learn and to do in the unit.

The unit is made up of a number of tasks. Each unit of the developed learning materials consists 19 -22 tasks. The tasks consists listening and speaking tasks. Table 4.14 in the following describes the outline of the unit design in the developed materials.

**Table 4.14 The Outline of the Unit Design**

<b>Number</b>	<b>Component</b>	<b>Purpose</b>
A	Warming Up	Warming up task is preparation task which leads students to main activities.
B	Observing	Observing task is a task which leads students to listen to list items they need to know in order to understand and/or produce texts.
C	Questioning	Questioning task is a task which leads students to formulate questions and propose temporary answers to their questions (based on their knowledge and/or limited information they have).
D	Collecting Data, Analyzing Data, and Communicating	Collecting data, analyzing, and communicating task is a task which leads students to collect data/information relevant to the questions using one or more techniques such as observation, interview, and reading books, to classify, and identify relationships among the data to find out patterns to answer the formulated questions, and to the questions orally and/or in writing.
E	Creating	Creating is a task which leads students to express their thoughts/ideas.
F	Homework	The homework task is real-world task which students' make their own dialogue without any guidance.
G	Evaluation	Evaluation task consists of one task which aims to evaluate the students about what they have learned in the unit. The evaluation task is semi-guided task.

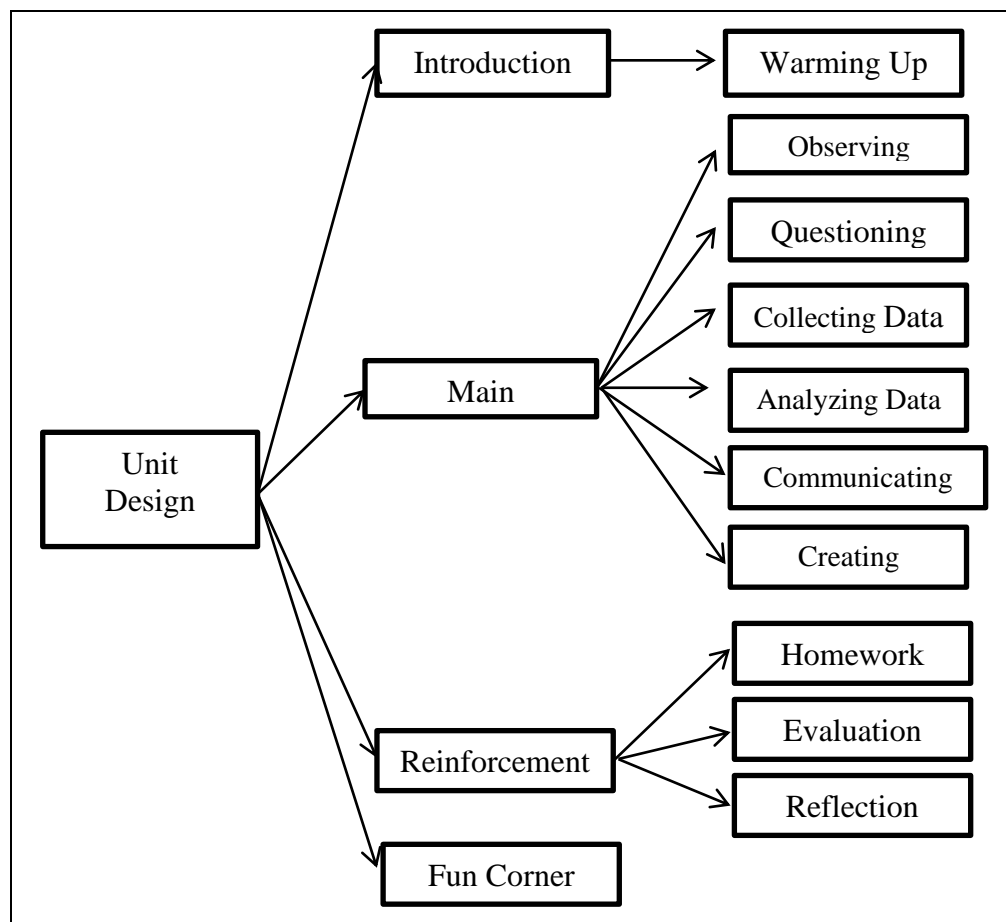
(continued)

(continued)

H	Reflection	Reflection aims to provide self-assessment for the students', so the students are able to measure their ability after learning the unit.
I	Summary	Summary aims to provide the summary of what have the students' learn in the unit

#### 4. The First Draft of The Materials

The first draft of the materials was developed according to the unit design described above. The materials consisted of three units in which each of them was developed based on figured below. The first draft of the material can be seen in the appendix F.



**Figure 4.1 The Unit Design of The Material**

Each unit of the developed material had 19-22 tasks. The description of each task in each unit of the first draft of the materials can be seen in the appendix E. The description covers the unit title, parts of the unit, each task instruction, and brief description of each task.

## 5. The Expert Judgment

The next step after the researcher developed the first draft of the materials was evaluating the appropriateness of the draft according to the criteria released by BSNP (2013) for language and content and McCloud (2006) for comic illustration. The evaluation was done by materials experts. The expert judgment was done by distributing the expert judgment questionnaire to the material experts. There were two kinds of questionnaire. The first one is questionnaire for comic illustration expert and the second one is questionnaire for language and content expert. The questionnaire for comic illustration expert covered the appropriateness of comic illustration. The questionnaire for language and content expert covered four aspects which are the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the layout. The questionnaire can be seen in the appendix G.

### a. The First Reviewer of Language and Content

The language and content expert was a lecturer of English Education Department of Yogyakarta State University.

1) The results of expert judgment unit 1

As mentioned before, the expert judgment of language and content covers four aspects namely the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation and the appropriateness of the layout.

a) The appropriateness of the content

The analysis of the content appropriateness is shown by table 4.15.

**Table 4.15 The Appropriateness of The Content**

No	A. The Appropriateness of Content	Scores
	Statements	
1	The materials developed are appropriate with English core and basic competence of tenth grade SMA in the second semester based on Curriculum 2013 : Core competence 1,2,3,4 and basic competence 1.1, 2.3, 3.7, 4.8, 2.9, 4.10	4
2	The materials developed contain texts which are relevant to students' daily life.	4
3	The materials developed lead the students to comprehend the social function of a text.	4
4	The materials developed lead the students to comprehend the structure of the texts or expression.	4
5	The materials developed lead the students to comprehend the structure of the texts or expression.	4
6	The materials developed lead students producing oral texts to reach social functional texts by looking at the structure of the texts and language function.	3
7	The materials developed lead students to communicate in daily life contexts such as describing people.	4
8	The materials developed lead the students to communicate accurately and functionally.	3
	Mean	<b>3.75</b>



It is shown by the table 4.15 that the mean value of the appropriateness of language of the developed material was 3.75. It was categorized as “Very Good” as its positions in the interval  $3.25 < \bar{x} \leq 4$ .

For the appropriateness of content, there were revisions needed. The revision was that to add a guided practice before free practice, so task 14 and 16 were made as the guided practice.

b) The appropriateness of language

The analysis of the language appropriateness is shown by table 4.16.

**Table 4.16 The Appropriateness of Language**

No	<b>B. The Appropriateness of Language</b>	Scores
	<b>Statements</b>	
9	The materials are developed in grammatical English	3
10	The instruction uses a correct spelling.	3
11	The materials use a correct word choice.	3
12	The explanation of the materials is appropriate with the students' level.	3
13	The language of instruction can be easily understood by the students.	4
14	The explanation of the materials can be easily understood by the students.	4
15	The materials show a meaning organization in each part.	4
16	The materials show a meaning relationship in each part.	4
	Mean	<b>3.5</b>

From the table above, the appropriateness of language of the developed material was 3.5. It means that it was categorized as “Very Good” as its positions in the interval  $3.25 < \bar{x} \leq 4$ . For the appropriateness of language, there was no revision needed.

c) The appropriateness of presentation

The analysis of the presentation appropriateness is shown by table

4.17.

**Table 4.17 The Appropriateness of Presentation**

No.	<b>C. The Appropriateness of Presentation</b>	<b>Scores</b>
	<b>Statements</b>	
17	The materials developed are presented systematically from warm-up, lesson proper, evaluation, and reflection.	4
18	The materials present in texts, activities, and picture equally.	3
19	The materials encourage the students' initiative and creativity in spoken.	4
20	The materials encourage the students to do reflection and evaluation in learning activity.	4
21	The materials developed contain tasks that encourage the students' perform spoken communication.	4
22	The materials developed tasks are organized systematically from the guided activities to free guided activities.	3
23	The materials developed are arranged based on scientific method i.e. from observing to creating.	4
24	Texts and pictures have identity such as title, number, or reference.	3
25	The materials added by well explanation and enough vocabularies.	3
	<b>Mean</b>	<b>3.56</b>

It is shown by the table 4.17 that the mean value of the appropriateness of presentation of the developed material was 3.56. It was categorized as "Very Good" as its positions in the interval  $3.25 < \bar{x} \leq 4$ . For the appropriateness of presentation, there was no revision needed.

d) The appropriateness of graphic

The analysis of the graphic appropriateness is shown by table 4.18.

**Table 4.18 The Appropriateness of Graphic**

No	<b>D. The Appropriateness of Graphic</b>	Scores
	<b>Statements</b>	
26	The materials are interesting.	3
27	The font type and color can be read easily.	3
28	The fonts used are not too various.	4
29	The spaces between lines are normal.	3
30	The pictures and illustrations are provided for aesthetic and functional purposes.	3
31	The pictures/illustrations are proportional and reflected the content of the book.	3
32	The title of each unit is consistent.	4
	Mean	<b>3.28</b>

It is shown by the table 4.18 that the mean value of the appropriateness of graphic of the developed material was 3.28. It was categorized as “Very Good” as its positions in the interval  $3.25 < \bar{x} \leq 4$ . The title font types should be revised. It was because the font type was not clear. It meant that a revision was needed.

e) The appropriateness of comic language and content

The analysis of the comic language and content appropriateness is shown by table 4.19.

**Table 4.19 The Appropriateness of Comic Language and Content**

No	<b>A. The Appropriateness of Comic Language and Content</b>	Scores
	<b>Statements</b>	
33	The content of story in comic strip achieves the purpose of communication.	3
34	The content of story in comic strip is clear.	3
35	The plot is clear.	3
36	Uses correct word choice.	3
37	The dialogues related to theme.	3
	Mean	<b>3</b>

It is shown by the table 4.19 that the mean value of the appropriateness of language of the developed material was 3. It was categorized as “Good” as its positions in the interval  $2.25 < \bar{x} \leq 3.24$ . For the appropriateness of comic, some pictures should be clearer to make better understanding the reader.

The total mean value of the appropriate of content, the appropriate of Language, the appropriate of Presentation, the appropriate of Graphic, and the appropriate of comic language and content of the developed material was 3.42. It meant that Unit one was categorized as “Very Good” materials as its positions in the interval  $3.24 < \bar{x} \leq 4$ .

## 2) The revision of unit 1

In order to improve the quality of the developed learning materials, the experts gave some suggestions and recommendations to revise some aspects of the developed learning materials. Table 4.20 in the following describes the points of revisions of unit 1 and the revisions.

**Table 4.20 Revision of Unit 1**

<b>Parts of the unit</b>	<b>Point to revise</b>	<b>Revision</b>
Tittle	Change the title font type	Font type is changed
Task 1	No Revisions	No Revisions
Task 2	No Revisions	No Revisions
Task 3	“use of expressions”	“use the expressions”
Task 4	Change “does”	“Do”
Task 5	No Revisions	No Revisions
Task 6	No Revisions	No Revisions

(continued)

(continued)

Task 7	No Revisions	No Revisions
Task 8	No Revisions	No Revisions
Task 9	No Revisions	No Revisions
Task10	No Revisions	No Revisions
Task 11	No Revisions	No Revisions
Task 12	Add (.) dot at the end of dialogue	(.) dot is added
Task 13	No Revisions	No Revisions
Task 14	Add semi guided task.	Semi guided task is added
Task 15	No Revisions	No Revisions
Task 16	Add semi guided task.	Semi guided task is added.
Task 17	Change the word “knows” to “saw”	Word is changed.
Task 18	No Revisions	No Revisions
Task 19	No Revisions	No Revisions

### 3) The result of expert judgment unit 2

As mentioned before, the expert judgment of language and content covers four aspects namely the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation and the appropriateness of the layout.

a) The appropriateness of the content

The analysis of the content appropriateness is shown by table 4.21.

**Table 4.21 The Appropriateness of The Content**

No	A. The Appropriateness of Content	Scores
	Statements	
1	The materials developed are appropriate with English core and basic competence of tenth grade SMA in the second semester based on Curriculum 2013 : Core competence 1,2,3,4 and basic competence 1.1, 2.3, 3.9, 4.13, 4.14	4
2	The materials developed contain texts which are relevant to students' daily life.	4
3	The materials developed lead the students to comprehend the social function of a text.	4
4	The materials developed lead the students to comprehend the structure of the texts or expression.	4
5	The materials developed lead the students to comprehend the structure of the texts or expression.	4
6	The materials developed lead students producing oral texts to reach social functional texts by looking at the structure of the texts and language function.	3
7	The materials developed lead students to communicate in daily life contexts such as telling past experiences.	4
8	The materials developed lead the students to communicate accurately and functionally.	3
	Mean	<b>3.75</b>

It is shown by the table 4.21 that the mean value of the appropriateness of content of the developed material was 3.75. It was categorized as "Very Good" as its positions in the interval  $3.25 < \bar{x} \leq 4$ . For the appropriateness of content, there was a revision needed. The revision was that to add a guided practice before free practice, so task 19 was made as the guided practice.

## b) The appropriateness of language

**Table 4.22 The Appropriate of Language**

No	<b>B. The Appropriateness of Language</b>	
	<b>Statements</b>	<b>Scores</b>
9	The materials are developed in grammatical English	3
10	The instruction uses a correct spelling.	3
11	The materials use a correct word choice.	3
12	The explanation of the materials is appropriate with the students level.	3
13	The language of instruction can be easily understood by the students.	3
14	The explanation of the materials can be easily understood by the students.	3
15	The materials show a meaning organization in each part.	4
16	The materials show a meaning relationship in each part.	4
	Mean	<b>3.25</b>

It is shown by the table 4.22 that the mean value of the appropriateness of Language of the developed material was 3.25. It was categorized as “Very Good” as its positions in the interval  $3.25 < \bar{x} \leq 4$ . For the appropriateness of language, there are some revisions. For task 17, change the word “knows” to “saw”.

## c) The appropriateness of presentation

**Table 4.23 The Appropriateness of Presentation**

No	<b>C. The Appropriateness of Presentation</b>	
	<b>Statements</b>	<b>Scores</b>
17	The materials developed are presented systematically from warm-up, lesson proper, evaluation, and reflection.	4
18	The materials present in texts, activities, and picture equally.	3
19	The materials encourage the students’ initiative and creativity in spoken.	4
20	The materials encourage the students to do reflection and evaluation in learning activity.	4
21	The materials developed contain tasks that encourage the students’ perform spoken communication.	4

(continued)

(continued)

22	The materials developed tasks are organized systematically from the guided activities to free guided activities.	3
23	The materials developed are arranged based on scientific method i.e. from observing to creating.	4
24	Texts and pictures have identity such as title, number, or reference.	3
25	The materials added by well explanation and enough vocabularies.	3
	Mean	<b>3.56</b>

It is shown by the table 4.23 that the mean value of the appropriateness of presentation of the developed material was 3.56. It was categorized as “Very Good” as its positions in the interval  $3.25 < \bar{x} \leq 4$ .

For the appropriateness of presentation there was no revisions needed.

d) The appropriateness of graphic

**Table 4.24 The Appropriateness of Graphic**

No	D. The Appropriateness of Graphic	Scores
	Statements	
26	The materials are interesting.	3
27	The font type and color can be read easily.	3
28	The fonts used are not too various.	4
29	The spaces between lines are normal.	3
30	The pictures and illustrations are provided for aesthetic and functional purposes.	3
31	The pictures/illustrations are proportional and reflected the content of the book.	3
32	The title of each unit is consistent.	4
	Mean	<b>3.28</b>

It is shown by the table 4.24 that the mean value of the appropriateness of graphic of the developed material was 3.28. It was



categorized as “Very Good” as its positions in the interval  $3.25 < \bar{x} \leq 4$ .

The title font types should be revised because the font type was not clear.

e) The appropriateness of comic language and content

**Table 4.25 The Appropriateness of Comic Language and Content**

No	<b>E. The Appropriateness of Comic Language and Content</b>	<b>Scores</b>
	<b>Statements</b>	
33	The content of story in comic strip achieves the purpose of communication.	3
34	The content of story in comic strip is clear.	3
35	The plot is clear.	3
36	Uses correct word choice.	3
37	The dialogues related to theme.	3
	Mean	<b>3</b>

It is shown by the table 4.25 that the mean value of the appropriateness of comic language and content of the developed material was 3.28. It was categorized as “Good” as its positions in the interval  $2.25 < \bar{x} \leq 3.24$ . There were some revisions, such as to make the picture in the thought bubble clearer.

The total mean value of the appropriate of content, the appropriate of Language, the appropriate of Presentation, the appropriate of Graphic, and the appropriate of comic language and content of the developed material was 3.42. It was categorized as “Very Good” as its positions in the interval  $3.24 < \bar{x} \leq 4$ .

## 4) The Revision of unit 2

In order to improve the quality of the developed learning materials, the experts gave some suggestions and recommendations to revise some aspects of the developed learning materials. Table 4.26 in the following describes the points of revisions of unit 2.

**Table 4.26 Revision of Unit 2**

<b>Parts of the unit</b>	<b>Point to revise</b>	<b>Revision</b>
Title	Change the title font types	Font type is changed
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	change the words “tells” and “uses”	words change into “telling” and “using”
Task 4	No revision	No revision
Task 5	No revision	No revision
Task 6	In the second dialogue, separate the dialogue into three paragraphs.	Separate the dialogue from a paragraph into three paragraphs.
Task 7	No revision	No revision
Task 8	No revision	No revision
Task 9	No revision	No revision
Task10	No revision	No revision
Task 11	No revision	No revision
Task 12	No revision	No revision
Task 13	Make the picture inside the thought bubble clearer.	The bubble pictures inside the thought bubble are clearer.
Task 14	No revision	No revision
Task 15	No revision	No revision
Task 16	No revision	No revision
Task 17	No revision	No revision

(continued)

(continued)

Task 18	No revision	No revision
Task 19	Add semi guided task	The task is added
Task 20	Make the picture inside the thought bubble clearer.	The bubble pictures inside the thought bubble are clearer.
Task 21	No revision	No revision
Task 22	No revision	No revision

## 5) The result of expert judgment unit 3

As mentioned before, the expert judgment of language and content covers four aspects namely the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation and the appropriateness of the layout.

## a) The appropriateness of the content

The analysis of the content appropriateness is shown by table 4.27

**Table 4.27 The Appropriateness of The Content**

No	A. The Appropriateness of Content	Scores
	Statements	
1	The materials developed are appropriate with English core and basic competence of tenth grade SMA in the second semester based on Curriculum 2013 : Core competence 1,2,3,4 and basic competence 1.1, 2.3, 3.9, 4.15	4
2	The materials developed contain texts which are relevant to students' daily life.	4
3	The materials developed lead the students to comprehend the social function of a text.	4
4	The materials developed lead the students to comprehend the structure of the texts or expression.	4
5	The materials developed lead the students to comprehend the structure of the texts or expression.	4

(continued)

(continued)

6	The materials developed lead students producing oral texts to reach social functional texts by looking at the structure of the texts and language function.	3
7	The materials developed lead students to communicate in daily life contexts such as telling Indonesian legends.	4
8	The materials developed lead the students to communicate accurately and functionally.	3
	Mean	<b>3.75</b>

It is shown by the table 4.27 that the mean value of the appropriateness of content of the developed material was 3.75. It was categorized as “Very Good” as its positions in the interval  $3.25 < \bar{x} \leq 4$ .

For the appropriateness of content, there was a revision needed. The revision was to add a guided practice before free practice, so task 16 was made as the guided practice.

b) The appropriateness of language

**Table 4.28 The Appropriateness of Language**

No	<b>B. The Appropriateness of Language</b>	Scores
	<b>Statements</b>	
9	The materials are developed in grammatical English	3
10	The instruction uses a correct spelling.	3
11	The materials use a correct word choice.	3
12	The explanation of the materials is appropriate with the students' level.	3
13	The language of instruction can be easily understood by the students.	3
14	The explanation of the materials can be easily understood by the students.	3
15	The materials show a meaning organization in each part.	4
16	The materials show a meaning relationship in each part.	4
	Mean	<b>3.25</b>

It is shown by the table 4.28 that the mean value of the appropriateness of Language of the developed material was 3.25. It was categorized as “Very Good” as its positions in the interval 3,  $25 < \bar{x} \leq 4$ . There were some revisions made. The font type title should be changed because it was not clear.

c) The appropriateness of presentation

**Table 4.29 The Appropriateness of Presentation**

No	<b>C. The Appropriateness of Presentation</b>	Scores
	<b>Statements</b>	
17	The materials developed are presented systematically from warm-up, lesson proper, evaluation, and reflection.	4
18	The materials present in texts, activities, and picture equally.	3
19	The materials encourage the students' initiative and creativity in spoken.	4
20	The materials encourage the students to do reflection and evaluation in learning activity.	4
21	The materials developed contain tasks that encourage the students' perform spoken communication.	4
22	The materials developed tasks are organized systematically from the guided activities to free guided activities.	3
23	The materials developed are arranged based on scientific method i.e. from observing to creating.	4
24	Texts and pictures have identity such as title, number, or reference.	3
25	The materials added by well explanation and enough vocabularies.	3
	Mean	<b>3.5</b>

It is shown by the table 4.29 that the mean value of the appropriateness of presentation of the developed material was 3,5. It was categorized as

“Very Good” as its positions in the interval  $3.25 < \bar{x} \leq 4$ . There was no revisions.

d) The appropriateness of graphic

**Table 4.30 The Appropriateness of Graphic**

No	<b>D. The Appropriateness of Graphic</b>	Scores
	<b>Statements</b>	
26	The materials are interesting.	3
27	The font type and color can be read easily.	3
28	The fonts used are not too various.	4
29	The spaces between lines are normal.	4
30	The pictures and illustrations are provided for aesthetic and functional purposes.	3
31	The pictures/illustrations are proportional and reflected the content of the book.	3
32	The title of each unit is consistent.	4
	Mean	<b>3.43</b>

It is shown by the table 4.30 that the mean value of the appropriateness of graphic of the developed material was 3, 43. It was categorized as “Very Good” as its positions in the interval  $3, 25 < \bar{x} \leq 4$ . There is a revision. In task 17, clues should be added.

e) The appropriateness of comic language and content

**Table 4.31 The Appropriateness of Comic Language and Content**

No	<b>A. The Appropriateness of Comic Language and Content</b>	Scores
	<b>Statements</b>	
33	The content of story in comic strip achieves the purpose of communication.	3
34	The content of story in comic strip is clear.	3
35	The plot is clear.	3
36	Uses correct word choice.	3
37	The dialogues related to theme.	3
	Mean	<b>3</b>

It is shown by the table 4.31 that the mean value of the appropriateness of graphic of the developed material was 3. It was categorized as “Good” as its positions in the interval  $2.25 < \bar{x} \leq 3.24$ .

The total mean value of the appropriate of content, the appropriate of language, the appropriate of presentation, the appropriate of graphic, and the appropriate of comic language and content of the developed material was 3.34. It was categorized as “Very Good” as its positions in the interval  $3.24 < \bar{x} \leq 4$ .

#### 6) The revision of unit 3

In order to improve the quality of the developed learning materials, the experts gave some suggestions and recommendations to revise some aspects of the developed learning materials. Table 4.32 in the following describes the points of revisions of unit 3 and the revisions.

**Table 4.32 Revision of Unit 3**

<b>Parts of the unit</b>	<b>Point to revise</b>	<b>Revision</b>
Title	Changes the font type	Font type is changed
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	Grammar Change the words “tells” to telling	Change the words into “telling”
Task 4	No revision	No revision
Task 5	Add article “a” in front of narrative.	“a” article are added
Task 6	No revision	No revision

(continued)

(continued)

Task 7	No revision	No revision
Task 8	Change “pretending did not know” “Do you know what did Malinkundang do to his mother”	Changed into “pretending that he did not know” “Do you know what Malinkundang did”
Task 9	No revision	No revision
Task10	No revision	No revision
Task 11	No revision	No revision
Task 12	No revision	No revision
Task 13	No revision	No revision
Task 14	No revision	No revision
Task 15	No revision	No revision
Task 16	Add guided task	Guided task is added
Task 17	Add clues for the story (task 16 for the first draft)	The clues are added
Task 18	No revision	No revision
Task 19	Add clues for the story (task 18 for the first draft)	The clues are added

## b. The second reviewer of comic illustration

The comic illustration was a lecturer of Arts Education Department of Yogyakarta State University. The result of the expert judgment comic illustration

**Table 4.33 The Result of Comic Illustration**

<b>Item Number</b>	<b>Statement</b>	<b>Score</b>
1	The number of panels each comic strips is variation	4
2	Standard panels size	3
3	Simple panels shape	4

(continued)



(continued)

4	Clear situation	4
5	The variation of comic strips characters	4
6	The characters in comic strips represent people in daily life	3
7	The characters are easy recognized	3
8	A daily life comic strips landscape	3
9	The variation of landscape is not too much	4
10	Has various color	4
11	Using various Dialogue balloon	4
12	The various color of dialogue balloon is not too much.	3
13	Using thought bubble to help understanding the material	4
14	Each dialogue contains < 50 words	3
15	Using Comic Sans MS and Times New Roman	3
Mean		3.53

It is shown by the table 4.33 that the mean value of the comic illustration of the developed material was 3.53. It was categorized as “Very Good” as its positions in the interval  $3.25 < \bar{x} \leq 4$ .

Although the material was categorized as “very good”, some revisions were needed. First, all of pictures in thought bubble should be bigger. Second, some of the comic strips should be bigger. The complete revisions are presented below.

#### 1) The revision of comic illustration

In order to improve the quality of the developed learning materials, the experts gave some suggestions and recommendations to revise some aspects of the developed learning materials. Table 4.34 in the following

describes the points of revisions of unit 1 – 3 about comic illustration and the revisions.

**Table 4.34 Revision of The Comic Illustration**

<b>Unit</b>	<b>Parts of the unit</b>	<b>Point to revise</b>	<b>Revision</b>
Unit 1	Task 2	No revision	No revision
	Task 6	No revision	No revision
	Task 7	No revision	No revision
	Task 11	No revision	No revision
	Task 12	No revision	No revision
	Task 14	The object should be bigger	Make the object bigger
	Task 16	The object should be bigger.	Make the object bigger.
Unit 2	Task 1	No revision	No revision
	Task 2	No revision	No revision
	Task 6	Make the pictures in the thought bubble bigger.	the pictures made bigger in the thought bubble
	Task 8	Make the pictures in the thought bubble bigger.	The pictures made bigger in the thought bubble
	Task 10	No revision	No revision
	Task 13	No revision	No revision
	Task 15	No revision	No revision
	Task 17	No revision	No revision
	Task 19	Make the pictures in the thought bubble bigger.	The pictures made bigger in the thought bubble
	Task 21	No revision	No revision
Unit 3	Task 6	Make the pictures in the thought bubble bigger.	The pictures made bigger in the thought bubble
	Task 8	No revision	No revision
	Task 11	No revision	No revision

## 6. The Final Draft of the Material

The Final draft of the materials had the same outline as the first draft.

The final draft was developed based on the suggestions and comments of the

first draft of the materials from expert. The final draft can be seen in the appendix I.

## B. Discussion

As product based research, this research aims to develop appropriate comic strips speaking learning materials for grade ten students of SMA N 1 Sleman. The result of this research was an appropriate comic strips speaking material for grade ten students of SMA N 1 Sleman. Therefore, there were several steps to make developed materials. Those are finding out target and learning needs, conducting course grid, making the first draft, expert judgments' review, and making the final draft.

The first step before developing the materials was conducting needs analysis. In conducting needs analysis, there were two aspects would be found out. First were target needs and second was learning needs. In terms of learner needs, there were three aspects; necessity, lack, and want. For necessity, the students had purposes of studying English because they wanted to be able communicate with native speaker well, and be able to master and use grammar and vocabularies for daily life. For lack, the difficulty faced by students was related to memorizing the elements of functional text, such as describing people, telling a story or an experience. The second difficulty faced by the students was related to memorizing the pattern (formulas of the sentence) and expressing particular meaning due to the limited number of vocabulary mastery. For want, the students wanted to be able to use any kind

of words, sentences, and expression to communicate after learning English, especially speaking and the students wanted to be able to use formal and informal to communicate. The students also wanted to learn English because they want to have speaking skill because it would help them in the future.

Since the materials were developed based on the comic strips, the needs analysis also examined the use of comic strips in learning materials. For input, the learners wanted topic that talked about teenagers' daily life, to have a clear situation that would make better understanding, and to have length >50 words in the dialogue. The learners wanted comic that had various color and use Comic San MS font type. For the characters, the student wanted to have characters represented in daily life, such as teacher, students, and father. The appearance of those characters in each panels had to combine with a new character.

For the procedure, the students wanted to have a various activity in the learning process. It covered practicing dialogue, complete the missing words then practice it, role play, and share information with friends.

For the setting, the students wanted to do the task in a small group or in pairs. In doing the activity, students like doing the activity in a discussion session. It means that the material should be carried out the students to a group work and in the form of discussion. In doing the activity, the students preferred to do the activity inside the classroom.

For learner's role, students wanted to have a role as active participants. It means that students wanted to be active learner in the learning process. They did not like to be passive participants during the learning process.

For teacher's role, the students liked the teacher acted as a facilitator during doing the task and they liked that the teacher walks around to help students doing the tasks if there are some difficulties. It would really help them in the learning process.

After conducting needs analysis, the researchers designed course grid of the material which considered the basic competence also. The course grid covered basic competence, topic in each units of speaking book, indicators, input text, grammar and vocabulary, and activities to carry out those aspects. Then, the course grid was developed into 19 – 22 units.

The unit one of the developed materials was derived from core competence number 1,2,3,4 and basic competence number 1.1, 2.3, 3.7, 4.8, 2.9, 4.10 of English for tenth grade students. The title of unit one is "What does He Look Like?". This unit is consisted of 19 tasks. The unit two of the developed materials was derived from core competence number 1,2,3,4 and basic competence number 1.1, 2.3, 3.9, 4.13, 4.14 of English for tenth grade students. The title of unit one is "It Was Really Exciting". This unit is consisted of 22 tasks. The unit three of the developed materials was derived from core competence number 1,2,3,4 and basic competence number 1.1, 2.3, 3.9, 4.15 of English for tenth grade students. The title of unit one is "What a Nice Story". This unit is consisted of 19 tasks.

After that, the materials were evaluated by distributing questionnaire to the experts. There were two kinds of experts evaluate the materials. First is expert of language and content, and second is expert of comic illustration. The items of the questionnaire were developed based on BSNP that covers 4 main points of evaluation, i.e. the appropriateness of content, the appropriateness of language, the appropriateness of graphic, the appropriateness of display, and Mc Cloud (2006) that covers comic illustration. Based on the result of the questionnaire, it could be conclude that speaking materials were appropriate with the needs of tenth grade students of SMA N 1 Sleman. It could be seen from the mean value of expert judgment questionnaire. The ranges of the mean value were 3.46 and it was categorized “very good”. As the needed revisions had been made, the materials considered as the final draft.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

The aim of this research is to reveal the target needs, the learning needs, and the appropriate comic strip speaking material used in grade ten students of SMA N 1 Sleman. This chapter describes the conclusions of the research and suggestions that the researcher proposes to other researcher and English teacher.

#### **A. Conclusion**

The conclusions in this research were drawn from the findings and discussion presented in the chapter IV aiming to answer the research questionnaire of the research. The first conclusion is related to target needs. The second conclusion is the result of the needs analysis in term of the students' learning needs. The third conclusion is the characteristics of the developed English comic strip speaking learning material for grade ten students of SMA N 1 Sleman.

##### **1. Target needs**

Target needs refer to what the learners need to do in the target situation. Target needs are divided into three terms: necessity, lacks, and wants. For necessity, the students had a purpose of studying English because they wanted to be able the students to communicate with native English and the students wanted to be able to master and use grammar and vocabularies for daily life. For lack, the difficulty faced by students was because there was not any specific speaking material. The second difficulty faced by of the students was because they had limited time to practice their speaking. For want, the students wanted to be able to use any kind of words, sentences, and expression

to communicate well after learning English, especially speaking and to be able using formal and informal language to communicate well. The students also wanted to learn English because they wanted to have speaking skill that would help them in the future.

## 2. Learning Needs

For the learning needs, the students' view about what they should do to accomplish the target situation can be concluded in the paragraph below.

For input, the students wanted the topic of the material that had relation with daily life and teenagers, to have clear situation that would make better understanding, to have less than 50 words in the dialogue, and to use various color in the comic. For the characters, the students wanted characters that represented daily life, such as teachers, students, and parents. For the appearance, those characters in each panel had to combine with a new character.

The students wanted to have various activities in the learning process. The activities were covered practicing dialogue, completing the missing words then practice it, role play, and sharing information with friends. The students wanted to do the task in small groups or in pairs. In doing the activity, students liked doing the activity in the discussion session. It means that the material should make the students to do in a group work and in a form of discussion. For setting, the students preferred to do the activity inside the classroom. The students also wanted to have a role as an active participant. It



meant that students wanted they are to be active in the learning process. They did not like to be a passive participant during the learning process. For teacher's role, the students liked the teacher acted as a facilitator during doing the task and they liked the teacher walked around to help students doing the tasks if there were some difficulties. It would really help them in the learning process.

### 3. The Appropriate Speaking Materials

Based on the results of the material evaluation, the developed materials were considered to be appropriate. The ranges of the mean value were 3.46 and it was categorized "very good". The developed speaking materials for grade ten students of SMA N 1 Sleman have the characteristics as described in the following paragraphs.

The learning materials were developed into three units. The unit is made up of a number of tasks. Each unit of the developed learning materials consists of 18 -22 tasks. The first part of the unit is the title of the unit. The title reflects the whole topic of the unit. There is also brief explanation about the topic of the unit to give.

In each cycle, there are several stages. They are warming up, observing, questioning, collecting data, analyzing data, communicating, and creating. The first stage is warming up task. It is preparation task which leads students to main activities. In the observing stage, the students listen to a recording and write things that they do not know or they want to know more. In the

questioning stage, students limit the items they want to know and formulate questions and propose temporary answers to their questions (based on their knowledge and/or limited information they have). In the collecting data stage, students collect data/information relevant to the questions by doing some guided tasks that lead students to answer their questions. Next is the analyzing stage. In this stage, students try to answer the questions that they have made in the questioning stage. Then, students share their answers to their friends in communicating stage. The last stage is creating. In this stage, students create texts to express thoughts/ideas. These tasks are followed by additional activities where students could learn more such as homework and evaluation.

The materials also provide activities which help students' to do self-reflection. Reflection supports and encourage students to check how well their understanding of the lesson and to review and evaluate their roles in doing the tasks.

## **B. Suggestions**

1. For other material developers
  - a. Material developers have to develop such materials in a complete version because a single skill material is not enough to cover all of students learning needs.
  - b. Material developers should be encouraged to provide self-reflection task to review and evaluate students' ability after learning the materials.

## 2. For English Teachers

- a. English teachers can use these materials in the learning process because this material has tested by the experts and categorized very good to be used.
- b. English teachers have to provide specific material, such as speaking materials, for the student to improve all of students' macro skills well.

## References

- Baker, J, & Westrup, H. 2003. *Essential Speaking Skills*. London: Continuum
- Basturkmen, H. 2010. *Developing Course in English for Specific Purposes*.  
London: Palgrave Macmillan.
- Bongco, M. 2000. *Reading Comics: Language, Culture, and the Concept of the Superhero in Comic Books*. New York: Taylor & Francis
- Borg. W. R., & Gall, M. D. 1983. *Educational Research: An Introduction. Fourth Edition*. New York: Longman
- Borg, W.R, Gall, M.D., & Gall, J. P. 1989. *Educational Research: An Introduction, 5<sup>th</sup> Edition*. New York: Longman.
- Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman.
- \_\_\_\_\_ 2004. *Language Assessment: Principles and Classroom Practices*.  
London: Longman.
- Brown, G & Yule, G. 1983. *Teaching the Spoken Language: An approach based on the Analysis of Conversational English*. Cambridge: Cambridge University Press.
- Cameron, L. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
- Csbay, N. 2006. Using Comic Strips in Language Classes. *English Teaching Forum*, 44 (1). Page 155-157.

- Davis, R. 1990. Comic Strips : An Innovative Tools in the ESL Classroom. *Paper Presented at The Intermountain Tesol Conference* : Park City Utah
- Ellis, R. 2003. *Task-based Language Learning and Teaching*. Oxford: Oxford University Press.
- Fabregas, D. 2013. *Comic 4 skills Reloaded*. Delivered at International Conference for Teachers of English and Administrations.
- Flor, A.G. 2004. *Environmental Communication: Principles, Approaches, Strategies of Communication Applied to Environmental Management*. Berlin :Walter de Gruyter:.
- Harmer, J. 1998. *How to Teach English: An Introduction to the Practice of English Language Learner*. Edinburg: Addison Wesley Longman Limited.
- \_\_\_\_\_. 2001. *The Practice of English Language Teaching*. (3<sup>rd</sup> Edition). Pearson Education Ltd.
- \_\_\_\_\_. 2007. *The Practice of English Language Teaching*. 4<sup>th</sup> Ed. Essex: Pearson Education Ltd
- Helgesen, M & Brown, S. 2007. *Practical English Language Teaching: Listening*. New York: McGraw-Hill
- Hutchinson, T & Waters, A. 1987-89. *English for Specific Purposes*. New York: Cambridge University Press
- Hutchinson, Hk. 1949. An Experiment in the use of Comics as Instructional Material. *Jurnal of Educational Sociology* Vol 23 No 4

- Kementerian Pendidikan Dan Kebudayaan. 2013. *Kurikulum 2013: Kompetensi Dasar Sekolah Menengah Atas (Sma)/Madrasah Aliyah (Ma)*. Jakarta: Kementerian Pendidikan Dan Kebudayaan
- Knapp, P. & Watkins, M. 2005. *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Sydney: University of New South Wales Press
- Liu, M. 2000. Students Motivation to Learn English at Tertiary Level. *Asian Efl Journal*. Page 143-147.
- Luoma, S. 2004. *Assessing Speaking, The Cambridge Language Assessment Series*. Cambridge: Cambridge University Press
- Mc Cloud, S. 1993. *Understanidng Comics: The Invisible Art*. Northapton Ma: Kitchen Sink Press.
- Mc Cloud.S. 2006.*Making Comics : Story Telling Secret of Manga, Comic, and Graphic Novel*. New York. William Morrow Paperback.
- Miles, M.B. and Huberman, A.M. (1994). *Qualitative Data Analysis, 2<sup>nd</sup> ed*, Newbury Park, CA:Sage.
- Nation, I. S. P. & Newton, J. 2009. *Teaching ESL/EFL Listening and Speaking*. London: Routledge.
- Nunan, D. 1989. *Designing Task for The Communicative Classroom*. Cambridge: Cambridge University Press.
- \_\_\_\_\_.1991. *Language Teaching Methodology*. London: Prentice Hall International

- \_\_\_\_\_. 1999. *Second Language Teaching and Learning*. Boston: Heinle and Heinle Publishers
- \_\_\_\_\_. 2004. *Task-Based Language Teaching*. Cambridge: Cambridge University Press
- \_\_\_\_\_. 2007. *Task-Based Language Teaching*. Cambridge: Cambridge University Press.
- Ramelan. 1991. *Introduction to Linguistic Analysis*. Semarang: IKIP Semarang Press.
- Richards, J. 2006. *Communicative Language Teaching Today*. Cambridge: Cambridge University Press
- \_\_\_\_\_. 2008. *Teaching Listening and Speaking from Theory to Practice*. New York: Cambridge University Press.
- \_\_\_\_\_. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J.C., & Schmidt, R. 2002. *Dictionary of Language Teaching and Applied Linguistics, Third Edition*. Edinburg: Pearson Education Limited
- Ronald, K, & Roskelly, Hephzibah. 1985. *Listening as an act of composing*. Paper presented at the 36<sup>th</sup> Conference on College Composition and Communication.
- Sadiman, A.S., Rahardjo, R., Haryono, A., & Rahadjito. 2003. *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*. Jakarta: Penerbit CV. Rajawali

- Sahiruddin. 2013. The Implementation of the 2013 Curriculum and the Issues of English Language Teaching and Learning in Indonesia. *A paper presented at The Asian Conference on Language Learning 2013, Osaka. Page 567-574.*
- Smith, A. 2006. Teaching with Comics. *An Educational journal 4262: University of Lethbridge.*
- Spratt, M., Pulvernes, A., & Williams, M. 2005. *The TKT Course: Teaching Knowledge Test.* Cambridge: Cambridge University Press.
- Sugiyono, 2009. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, R & D).* Bandung: Penerbit Alfabeta Bandung.
- Suharto, G. 2008. *Statistika.* Yogyakarta: UNY Press.
- Sukmadinata, N.S. 2006. *Metode Penelitian Pendidikan.* Bandung: PT Remaja Rosdakaya.
- Thornbury, S. 2005. *How to Teach Speaking.* London: Longman.
- Tomlinson, B. 1998. *Materials Development in Language Teaching.* Cambridge: Cambridge University Press.
- Willis, J. 1996. *A Framework for Task -Based Learning.* London: Longman.
- Yang, G. 2003. *Comics in Education.*
- Retrieved from [Http://Www.Geneyang,Com/Comicsduu/Biblio.Html](http://www.geneyang.com/comicsduu/biblio.html).
- October 25<sup>th</sup>, 2013 at 14:20



# **APPENDIX A**

(The Needs Analysis Questionnaire)



**JURUSAN PENDIDIKAN BAHASA INGGRIS**  
**FAKULTAS BAHASA DAN SENI**  
**UNIVERSITAS NEGERI YOGYAKARTA**

*Alamat : Karangmalang, Caturtunggal, Depok, Sleman, Yogyakarta 55281*

---

Kepada : Siswa Kelas X IPS  
SMA N 1 SLEMAN

Dalam rangka penelitian tentang pembuatan materi pembelajaran Bahasa Inggris khususnya speaking bagi siswa SMA kelas X di SMA N 1 Sleman, maka pada kesempatan ini saya meminta kesediaan adik – adik untuk mengisi kuesioner ini.

Kuesioner ini tidak bermaksud menguji kemampuan adik – adik, melainkan untuk mengetahui kebutuhan materi pembelajaran Bahasa Inggris khususnya Speaking untuk siswa kelas X di SMA N 1 Sleman. Jawaban jujur dan murni dalam mengisi questionare ini dari adik – adik akan sangat membantu dalam penelitian ini.

Jawaban dan identitas akan saya jamin kearahasiaannya sesuai dengan kode etik penelitian.

Terima Kasih

Sleman, 20 Januari 2014

Peneliti

Sita Arista Wulan Sari

NIM. 10202241029

Data Responden

Nama :

Kelas :

Lingkari jawaban yang anda anggap mewakili diri anda.

1. Tujuan saya belajar Bahasa Inggris adalah .....

- a. untuk membuat saya bisa melakukan wawancara kerja.
- b. untuk membuat saya bisa berbicara dengan orang mancanegara.
- c. untuk membuat saya bisa menguasai dan menggunakan *grammar* dan *vocabulary* untuk kehidupan sehari – hari.
- d. untuk membantuku ketika saya bersekolah di luar negeri.
- e. lainnya .....

2. Ketika berbicara (*speaking*) kesulitan saya adalah .....

- a. Mengekspresikan fungsi bahasa tertentu.
- b. Mengingat susunan kata (*grammar*)
- c. Mengingat elemen dari teks fungsional, seperti teks deskriptif, cerita dll.
- d. Mengungkapkan makna tertentu karena lemah pada kosakata.

3. Saya belajar Bahasa Inggris terutama *Speaking* untuk membuat saya .....

- a. bisa menguasai *grammar* , jadi hal ini akan bisa membantu saya berkomunikasi sehari – hari
- b. bisa menguasai *vocabularies* yang berhubungan dengan kehidupan sehari – hari
- c. bisa menggunakan bahasa formal dan informal untuk bisa berkomunikasi dengan baik.
- d. dapat menggunakan berbagai macam kata, kalimat, dan ekspresi untuk bisa berkomunikasi dengan baik.
- e. lainnya .....

4. Keinginan saya setelah saya belajar Bahasa Inggris di SMA adalah .....
  - a. untuk mempunyai kemampuan berbicara yang bagus, jadi kemampuan ini akan membantu saya di masa depan.
  - b. untuk mempunyai kemampuan mendengarkan yang baik, jadi kemampuan ini dapat membantu saya mengerti dalam percakapan bahasa Inggris.
  - c. untuk mempunyai kemampuan menulis yang baik karena saya ingin menjadi penulis.
  - d. untuk mempunyai kemampuan membaca yang baik sehingga kemampuan ini dapat membantu ketika saya melanjutkan belajar ke luar negeri.
5. Topic dalam *comic strips* yang saya inginkan adalah .....
  - a. Topik yang berkaitan dengan kehidupan sehari – hari
  - b. Topik yang berkaitan dengan dunia remaja
  - c. Topik yang berkaitan dengan pendidikan
  - d. Topik yang berkaitan dengan dunia hiburan
  - e. lainnya .....
6. Situasi yang saya inginkan dalam materi *comic strips* adalah .....
  - a. adanya situasi yang jelas
  - b. adanya alur yang jelas
  - c. adanya tambahan pronunciation
  - d. adanya gambar yang berhubungan dengan kehidupan sehari – hari
  - e. lainnya .....
7. Jumlah kata yang saya inginkan dalam *balloon text* adalah .....
  - a. 10-20 kata
  - b. 20 – 30 kata
  - c. 30 – 40 kata
  - d. > 50 kata
8. Komposisi warna yang saya inginkan dalam *comic strips* adalah .....

- a. hitam putih
- b. berwarna
- c. lainnya .....

9. Jenis huruf yang saya inginkan adalah .....

- a. **Comic Sans MS**
- b. Century Ghotic
- c. Times New Roman
- d. Agency FB
- e. lainnya .....

10. Karakter yang saya inginkan pada komik strips adalah .....

- a. hewan
- b. guru dan murid
- c. superhero
- d. karakter yang menggambarkan kehidupan sehari – hari
- e. other .....

11. Karakter dalam komik strip yang saya inginkan adalah .....

- a. setiap komik strips karakter selalu berubah
- b. selalu menggunakan karakter yang sama
- c. menggabungkan karakter di panel sebelumnya dengan karakter baru di komik strips.
- d. lainnya .....

12. Kegiatan berbicara yang saya sukai adalah .....

- a. mempraktekkan dialogue
- b. melengkapi kata lalu mempraktekkannya
- c. bermain peran
- d. berbagi informasi dengan teman
- e. lainnya .....

13. Ketika saya mengerjakan tugas berbicara, saya suka mengerjakan tugas secara .....

- a. individu
- b. berpasangan
- c. grup kecil

- d. grup besar
- e. lainnya .....

14. saya suka kegiatan seperti .....

- a. mengerjakan sendiri
- b. berdiskusi dan mengerjakan secar berpasangan
- c. berdiskusi dan mengerjakan di grup besar
- d. berdiskusi dan mengerjakan di grup kecil
- e. lainnya .....

15. Saya lebih suka mengerjakan tugas – tugas di .....

- a. kelas
- b. lapangan
- c. taman
- d. lainnya .....

16. Dlam mengerjakan kegiatan berbicara, saya ingin menjadi

.....

- a. partisipan yang aktif
- b. partisipan yang pasif
- c. pendengar dan pemeraga

- d. lainnya .....

17. Ketika mengerjakan tugas, saya lebih suka jika guru .....

- a. berjalan berkeliling untuk membantu siswa mengerjakan tugas jika ada kesulitan
- b. memberikan jawaban secara langsung jika murid menemui kesulitan
- c. menjadi fasilitator selama mengerjakan tugas
- d. memberikan komentar pada pekerjaan murid
- e. lainnya .....

.....

# **APPENDIX B**

(The Result of Needs Analysis Questionnaire )

**The Result of The Needs Analysis  
of The Tenth Grade Students of SMA N 1 Sleman**

<b>No</b>	<b>Questions</b>	<b>Options</b>	<b>Percentage (%)</b>
1	My purpose in learning English is ....	to enable me to do job interview appropriately.	6,25
		to enable me to communicate with English native speaker well.	40,63
		to enable me to master and use grammar and vocabularies for daily life.	15,63
		to help me when I continue my study abroad.	6,25
		other.	0
2	When speaking English, I have difficulties in .....	expressing particular language functions.	18,75
		memorizing the patterns (formulas of the sentence).	25
		memorizing the elements of functional text, such as describing people, telling a story or an experience.	31,25
		expressing particular meaning due to the limited number of vocabulary mastery.	25
		Other.	0
3.	I learn English, especially speaking, to make me.....	able to master grammar, so will help me in daily communication.	12,5
		able to master vocabularies related to daily life.	15,63
		able to use formal and informal to communicate well.	21,87
		able to use any kind of words, sentences, and expression to communicate well.	28,13
		other	0
4.	My desire after I learn English in Senior High School is .....	to have a good speaking skill, so it will help me in the future.	53,13
		to have a good listening skill, so it will help me to understand on communicating in English.	31,25
		to have a good writing skill because I want to be writer in the future.	6,25
		to have a good reading skill, so	9,37



		it will help full when I continue studying abroad.	
		other	0
5	The topic of input materials in the form of comic strips that I want is .....	topic related to daily life	53,13
		topic related to teenage world	31,25
		topic related to education	6,25
		topic related to entertainment	9,37
		other	0
6.	The situation of input materials that I want is .....	there is a clear situation	62,50
		clear plot	12,50
		there is pronunciation added	0
		there is picture related to daily life	25
		other	0
7	The number of words that I want in the balloon text is .....	10 – 20 words.	15,63
		20 – 30 words.	21,87
		30 – 40 words.	28,13
		>50 words.	34,37
8	The composition of the color in comic strips that I want is .....	black and white	0
		colorful	100%
		other	0
9	The font type that I want in the comic strips is .....	<b>Comic Sans MS</b>	84,37
		Century Ghotic	6,25
		Times New Roman	9,37
		Agency FB	0
		other (600D 3ven1n6)	3,13
10	Characters that I want in the comic are .....	animals	0
		teacher and students	12,50
		superhero	3,13
		character represented in daily life	81,25
		other	0
11	The characters in the comic that I want is .....	always change the characters in every comic strips	3,13
		always use the same characters in every comic strips	15,63
		combine characters in the previous panels with a new character in every comic strips.	81,25
		other	0
12	In speaking, I want activity like .....	practising dialogue	15,63
		complete the missing words then practise it	21,87

		role play	28,13
		share information with friend	34,37
		other	0
13	In doing the activity, I like .....	doing individually	0
		discussion and doing in pairs	12,50
		discussion and doing in a big group	3,13
		discussion and doing in a small group	81,25
		other	0
14	When I do speaking task, I like doing the task in .....	individual	15.63
		pairs	28.13
		small group	53.13
		big group	3,13
		other	0
15	I like doing activity in the .....	class	81,25
		field	15,63
		park	3,13
		other	0
16	In doing English activity, I want to be .....	active participant	81,25
		passive participant	3,13
		listener and participant	12,5
		Other	3,13
17	During doing tasks, I like if the teacher .....	walk around to help students doing the tasks if there are some difficulties.	15.63
		give the answer spontaneous if the students face difficulties.	6,25
		as a facilitator during the doing the task.	53.13
		give comments to students task.	25
		other	0

# APPENDIX C

(The Interview Transcript)

**Lokasi : SMA N 1 Sleman**

**Tanggal : 19 Oktober 2013**

**Pukul : 09.00**

**Guru Bahasa Inggris kelas X yang sudah menerapkan kurikulum 2013**

I : Apakah siswa mengalami kendala dalam penerapan kurikulum 2013 ini? (Q-T-1)

T : saya rasa siswa lebih *enjoy* di kurikulum 2013 ini, karena di kurikulum sekarang guru menyesuaikan dengan minat siswa. Jadi ketika masuk materi, saya lebih mendengarkan maunya siswa tentang apa. (A-T-1)

I : Di kurikulum 2013 ini, apa kesulitan ibu dalam mengajarkan pembelajaran bahasa inggris? (Q-T-2)

T : karena ada dua tipe silabus yaitu wajib dan peminatan, saya sendiri sebenarnya bingung apakah cara mengajar yang selama ini saya terapkan sudah sesuai belum dikarenakan belum adanya sosialisasi penerapan kurikulum 2013 ini. (A-T-2)

I : Buku apa yang ibu pakai di kurikulum 2013 ini? (Q-T-3)

T : buku Bahasa Inggris yang sudah berdasarkan kurikulum 2013 belum ada, jadi saya pakai materi dari buku apapun yang kira – kira sesuai dengan materi kurikulum 2013 dan saya juga mengambil materi dari internet. (A-T-3)

I : Kekurang dari buku ini apa yang menyebabkan kendala dalam proses belajar mengajar? (Q-T-4)

T : belum adanya buku yang relevan dengan kurikulum 2013 jadi kendalanya mencari sumber buku atau materi yang cocok untuk diterapkan di kurikulum 2013 ini. Contohnya *recount text* baik kurikulum 2013 atau KTSP kan tidak jauh beda, jadi saya bisa pakai materi yang lama. Tapi saya juga harus menyesuaikan dengan orientasi siswa. (A-T-4)

I : Waktu anda memakai buku ini, bagaimana respond anak? Apakah anak juga mengalami kesulitan tersendiri? (Q-T-5)

T : (dihapus karena tidak ada buku pegangan kurikulum 2013)

I : Apakah buku yang baru menyediakan materi tentang speaking yang memadai? (Q-T-6)

T : (dihapus karena tidak ada buku pegangan buku kurikulum 2013)

I : Bagaimana proses mengajar seaking dikelas? (Q-T-7)

T : Kalo pelajaran dikelas ya tetep mereka yang aktif saya Cuma sebagai fasilitator aja. Disetiap materi baru saya *explore* minat mereka di tu apa? Nah nanti kita tinggal nyiapin aja yang sesuai dengan minat mereka tapi tetep sejan sama materi dari siabusnya. Pokoknya mereka harus aktif saat pelajaran Bahasa Inggris. (A-T-7)

I : Dari keempat skills yang ada, mana yang menurut ibu paling lemah? (Q-T-8)

T : Kalo siswa sih kebanyakan kesulitan di *speaking* sama *writing* tapi lebih ke *speaking* lah. Masalahnya mereka tu gak PD kalo harus ngomong *in English* di depan kelas. (A-T-8)

I : Untuk *speaking skill*, bagaimana kemampuan anak ? (jika tidak menyebutkan *speaking*) (Q-T-9)

I : Media apa yang sering anda gunakan saat mengajar materi *speaking*? (Q-T-10)

T : Saya sering pake media video sih mbak. Kadang gambar juga. Tergantunglah sama situasi dan materi. Contohnya pas materi *descriptive text*, saya pake gambar gitu. (A-T-10)

I : Bagaimana *learner's needs* kelas X di SMA ini? (Q-T-11)

T : Kalau itu mungkin lebih kearah sampai mereka menguasai materi aja mbak tapi kalau dari mereka sendiri saya yakin mereka beda-beda kebutuhannya. (A-T-11)

I : Bagaimana *learners' characteristics* kelas X di SMA ini? (Q-T-12)

T : Karakteristik murid disini pokoknya mereka tu harus ada kerjaan kalau cuma diem mereka bakalan cepet bosan. (A-T-12)

I : Bagaimana *learning need* kelas X di SMA ini? (Q-T-13)

T : Itu maksudnya berkaitan dengan proses kan. Kalau itu lebih baik mereka dikasih aktivitas tapi sebaiknya dalam group mbak karena itu akan melatih menumbuhkan kerja sama diantara murid. Terus itu juga sebagai salah satu aspek penilaian sikap mbak. Walu kelas jadi rame tapi menurut saya lebih baik dari pada Cuma pasif saja itu kelasnya. (A-T-13)

I : Menurut ibu, materi apa yang dianggap susah oleh murid kelas X? (Q-T-14)

T : Oh itu misal *Narrative text* dan *Recount*. Mereka terkadang kesulitan dalam memahami makna dalam teks *Narrative*. Terus pas *Recount*, mereka kesulitan menuangkan idenya. Apalagi kalau harus mempresentasikan hasil kerjanya, mereka terkadang susah buat ngungkapin didepan kelas. (A-T-14)

I : Menurut ibu apakah Komik bisa digunakan untuk bahan ajar? (Q-T-15)

T : Bisa sekali. Anak pasti bakal suka. (A-T-15)

I : Peneliti akan membuat buku khusus *speaking* yang menggunakan *comic strips*, bagaimana pendapat anda? (Q-T-16)

T : ya bagus, cukup kreative sudah membuat RnD. Itu akan menarik buat anak. (A-T-16)

I : Apakah pernah memakai bahan / media *comic strips* untuk pembelajaran sebelumnya? (Q-T-17)

T : iya saya pernah menggunakannya untuk *writing*. (A-T-17)

I : Apakah ada saran tentang bahan *comic strips* yang akan saya buat untuk murid – murid kelas X? (Q-T-18)

T : Komik blank siswa dikasih gambar trus suruh mengisi dialognya. Kalau speaking saya suka ada gambar di kasih kasus, tapi gambar dibuat lebih spesifik jadi anak diminta menebak kira – kira ungkapan apa yang cocok. Jadi jika terprogram dengan rinci anak akan lebih kreatif, contoh gambar pertama ketuk pintu apa yang harus diomongin, lalu dilanjutkan ke adegan selanjutnya, tapi yang spesifik dari pada dikasih gambar orang besuk trus anak diminta membuat situasi. Anak jadi tidak terarah dan kurang lengkap situasinya. (A-T-18)

**Lokasi : SMA N 1 Sleman**

**Tanggal : 19 Oktober 2013**

**Pukul : 09.30**

**1<sup>st</sup> interview : Helen siswa kelas X**

I : Pendapatmu tentang Bahasa Inggris? (Q-S1-1)

S : Asik kok (A-S1-1)

I : Dari keempat *skills*, *skill* mana yang paling susah untuk dikuasai? (Q-S1-2)

S : writing sama speaking karena bingung nyusun kalimatnya, takut salah mbak.

(A-S1-2)

I : Kalau *speaking skill* kamu gimana? (Q-S1-3)

S : Enggak bagus juga mb, pasti banyak yang salah ngucapinnya, kadang bingung juga nyusun kata mau ngomong apa gt (A-S1-3)

I : Tanggapan tentang buku kurikulum 2013? (Q-S1-4)

S : Kan enggak ada bukunya mb, kalau menurutku sih susah karena suruh mencari materi sendiri karena belum ada buku yang sesuai. Enakan kurikulum sebelumnya mb yang apa-apa sudah disediakan. (A-S1-4)

I : Bagaimana kegiatan speaking di kelas mu? Apakah ada kesulitan? (Q-S1-5)

S : Biasa aja. (A-S1-5)

I : Menurutmu buku bacaan jenis apa yang sering dibaca teman-teman belakangan ini? (Q-S1-6)

S : Kalau anak-anak sih suka baca komik online mbak. Ada juga yang baca buku comic dikelas pas istirahat. (A-S1-6)

I : Apakah guru pernah memakai media gambar? (comic strips). Bagaimana pendapatmu? (Q-S1-7)

S : Pernah di laboratorium, nanti kita nonton film buat listening apa cari buku di perpustakaan. (A-S1-7)

I : Menurut kamu kalau pakai media proses pembelajarannya gimana? (Q-S1-8)

S : pakai media? menurutku pembelajarannya akan lebih masuk. (A-S1-8)

I : Kalau materi khusus *speaking* full gambar berseri kayak komik gitu kamu tertarik enggak? (Q-S1-9)

S : ya buat selingan aja mb biar pelajarannya g monoton. Kedengaranny asik jg.

(A-S1-9)

I : Kalau ada materi tentang speaking, maunya yang seperti apa? (Q-S1-10)

S : yang menarik aja sih mbak, biar g bosan. (A-S1-10)



**Lokasi : SMA N 1 Sleman**

**Tanggal : 19 Oktober 2013**

**Pukul : 09.35**

**2<sup>nd</sup> interview : Faisal siswa kelas X**

I : Pendapatmu tentang Bahasa Inggris bagaimana? (Q-S2-1)

S : Asik – asik susah gimana gitu mb. (A-S2-1)

I : Dari keempat *skills*, *skill* mana yang paling susah untuk dikuasai? (Q-S2-2)

S : speaking mb karena kurang latihan jadi kalau mau ngomong tu takut salah *grammar* apa vocabnya yang kacau. (A-S2-2)

I : Tanggapan tentang buku kurikulum 2013? (Q-S2-3)

S : asik mb karena guru menyesuaikan sama topik yang kita mau, kalau yang dibahas hal yang kita suka jadi belajarnya lebih asik. Tapi g asiknya kita disuruh cari materi di bahan/sumber lain karena g ada buku paket Bahasa Inggris. (A-S2-3)

I : Bagaimana kegiatan *speaking* di kelas mu? Apakah ada kesulitan? (Q-S2-4)

S : ya kita sharing sih mb latihan ngomong, tapi kebanyakan baca,baca, dan baca materi mb. (A-S2-4)

I : Menurutmu buku bacaan jenis apa yang sering dibaca teman-teman belakangan ini? (Q-S2-5)

S : Paling baca manga (situs komik online) mbak hahaha. (A-S2-5)

I : Apakah guru pernah memakai media gambar? (*comic strips*) Bagaimana pendapatmu? (Q-S2-6)

S : belum pernah mb. (A-S2-6)

I : Menurut kamu kalau pakai media proses pembelajarannya gimana? (Q-S2-7)

S : ya mb sangat membantu *mengedongkan* saya hehe. (A-S2-7)

I : Kalau materi khusus *speaking* full gambar berseri kayak komik gitu kamu tertarik enggak? (Q-S2-8)

S : aku pribadi sih tertarik mb tapi g tau yang lain. Tapi aku sih suka mb kalau model komik buat variasi pelajaran biar g baca text terus. (A-S2-8)

I : Kalau ada materi tentang speaking, maunya yang seperti apa? (Q-S2-9)

S : ya kayak komik tadi juga asik mb biar enggak penat mb baca text terus, kan kalau komik bisa buat refreshing juga, tapi yang jelas alur harus jelas mb biar g bingung baca nya dari mana kemana, soalnya kalau komik kadang – kadang aku bingung urutan bacanya mb. (A-S2-9)

# **APPENDIX D**

(The Course Grid)

## COURSE GRID

**Grade/Semester** : X/II


**Core Competence** : **KI 1:** Menghayati dan mengamalkan ajaran agama yang dianutnya.



**KI 2:** Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

**KI 3:** Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.



**KI 4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Basic Competence	Tittle/Topic	Indicators	Input Texts	Grammar and Vocabularies	Comic Strips	Activities
1.1Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar  2.3Menunjukkan perilaku tanggung	<b>Chapter 1:</b> <i>What does he look like?</i>	Students are able to: a. analyze the social purposes, text structure, linguistics features of simple descriptive text about	a.Short dialogue related to simple descriptive text about people. b.Short dialogue related to expressions of complimenting and responding to compliments.	<b>Grammar:</b> a. Simple present tense S+ to be + Adj S+V1+... Example: She is beautiful. He has a pointed nose. b. Sentence structure to		<b>Warming up:</b> - Students are asked to look at his/her table mate and then answer the questions orally (Task 1).  <b>Observing:</b> - Students listen to

<p>jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang</p>		<p>people based on its context.</p> <p>b. comprehend the meaning of oral simple descriptive text.</p> <p>c. cite an oral simple descriptive text about people focused on the social purposes, text structure, linguistics features of simple descriptive text about people based on its context.</p> <p>d. create an oral simple descriptive text about people focused on the social purposes, text structure, linguistics features of</p>		<p>describe people: S + has + Adjective noun phrase S + to be + a/an + Adjective noun phrase Possessive noun phrase + to be + Adjective Example: She has long hair. Dika is a tall boy. His nose is pointed.</p> <p><b>Vocabularies:</b> Adjectives:</p> <ul style="list-style-type: none"> <li>• muscular</li> <li>• slanting</li> <li>• mole</li> <li>• mustache</li> <li>• beard</li> <li>• stubborn</li> <li>• greedy</li> <li>• arrogant</li> <li>• naughty</li> </ul>	<p>Task 2</p> 	<p>the recording between Susi, Dinda, and Santi carefully and mark the items that they want to know about the recording (Task 2).</p> <p><b>Questioning:</b></p> <ul style="list-style-type: none"> <li>- Students are asked to make questions based on the marked items in Task 2 (task 3).</li> </ul> <p><b>Collecting data, Analyzing data, Communicating:</b></p> <ul style="list-style-type: none"> <li>- Students are asked to listen the recording in Task 1 again and answer the questions orally. Students are also asked to share their answers to their friends (Task 4).</li> <li>- Students are asked to study</li> </ul>
---	--	--	--	---	---	--



<p>benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>		<p>simple descriptive text about people based on its context.</p>			<p>Task 6</p>  <p>Task 7</p> 	<p>the explanation about how to describe people (Task 5).</p> <ul style="list-style-type: none"> <li>- Students are asked to complete the missing words by using words provided.</li> <li>Students are also asked to share their answers to their friends (Task 6).</li> <li>- Students are asked to read comic strips and answer the questions orally.</li> <li>Students are also asked to share their answers to their friends (Task 7).</li> <li>- Students are asked to study the explanation about simple present tense (Task 8).</li> <li>- Students are asked to fill the blank by using</li> </ul>
--	--	---	--	--	--	--



					<p>Task 12</p>	<p>the words provided.</p> <p>Students are also asked to share their answers to their friends (Task 9).</p> <ul style="list-style-type: none"><li>- Students are asked to match the picture with the correct utterance (Task 10).</li><li>- Students are asked to Study and pronounce the some adjectives words (Task 11).</li><li>- Students are asked to read comic strips and answer the question orally. Students are also asked to share their answers to their friends (Task 12).</li><li>- Students are asked to study about expressions of complimenting</li></ul>
--	--	--	--	--	----------------	--

					<p>Task 14</p>  <p>Task 15</p>  <p>Task 17 (A)</p>	<p>and responding to compliments (Task 13).</p> <ul style="list-style-type: none"><li>- Students are asked to match the comic strips with the correct expression of complimenting (14).</li><li>- Students are asked to complete the dialogue by using expressions provided. Students are also asked to share their answers to their friends (Task 15).</li><li>- Students are asked to answer the questions they have made in Task 3 in group of four. Students are also asked to share their answers to their friends (Task 16).</li></ul>
--	--	--	--	--	---	--




					<div data-bbox="1384 240 1816 751" data-label="Image"> </div> <div data-bbox="1384 794 1514 831" data-label="Caption"> <p>Task 17 (B)</p> </div> <div data-bbox="1384 836 1845 1254" data-label="Image"> </div> <div data-bbox="1384 1337 1473 1374" data-label="Caption"> <p>Task 19</p> </div> <div data-bbox="1868 236 2116 1391" data-label="Text"> <p><b>Creating:</b></p> <ul style="list-style-type: none"> <li>- Students are asked to complete the comic strip by using correct descriptions, A and B. Students are also asked to share their answers to their friends (Task 17).</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Students are asked to access <a href="http://www.bistrrips.com">www.bistrrips.com</a> and make comic strips containing expression of describing people in pairs. Students are also asked to share their answers to their friends (Task 18).</li> </ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>- Students are asked to make dialogue by</li> </ul> </div>
--	--	--	--	--	---



						<p>using guide line in pairs (Task 19).</p> <p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>Students are asked to put check (✓) in the box based on how much they have learnt. Students are also asked to write down about their feeling after studying chapter 1.</li> </ul>
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</p>	<p><b>Chapter 2:</b> <i>It was really amazing!</i></p>	<p>Students are able to:</p> <p>a. analyze the social purposes, text structure, linguistics features of simple recount text about experience based on its context.</p> <p>b. comprehend the meaning</p>	<p>a. Short dialogue related to simple recount text about experience.</p> <p>b. Short dialogue related to direct and indirect speech.</p>	<p><b>Grammar:</b> Simple past tense S+ was/were + Adj S+V2+... Example: Dayang Sumbi was very beautiful. Budi went to Tangkubanprahu Mountain.</p> <p><b>Vocabularies:</b> Verbs:</p> <ul style="list-style-type: none"> <li>visit</li> <li>walk</li> <li>hike</li> <li>pay</li> </ul>	<p>Task 1</p> 	<p><b>Warming up:</b></p> <ul style="list-style-type: none"> <li>Students are asked to read some comic strips and answer the questions orally (Task 1).</li> </ul> <p><b>Observing:</b></p> <ul style="list-style-type: none"> <li>Students listen to the recording carefully and mark the items that they want to know about the recording (Task 2).</li> </ul>

<p>fungsional</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap makna dalam teks <i>recount</i> lisan dan tulis sederhana.</p> <p>4.14. Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</p>		<p>of oral simple recount text.</p> <p>c. create an oral simple recount text about experience focused on the social purposes, text structure, linguistics features of simple descriptive text about people based on its context.</p>		<p>conjunctions:</p> <ul style="list-style-type: none"> <li>• first</li> <li>• second</li> <li>• then</li> <li>• next</li> <li>• finally</li> </ul>	<p>Task 2</p>  <p>Task 6</p> 	<p><b>Questioning:</b></p> <ul style="list-style-type: none"> <li>- Students are asked to make questions based on the marked items in Task 2 (task 3).</li> </ul> <p><b>Collecting data, Analyzing data, Communicating:</b></p> <ul style="list-style-type: none"> <li>- Students are asked to listen the recording in Task 1 again and answer the questions orally. Students are also asked to share their answers to their friends (Task 4).</li> <li>- Students are asked to study the explanation about recount text (Task 5).</li> <li>- Students are asked to label the part of Mr. Jono's speech with the appropriate</li> </ul>
--	--	--	--	---	--	---


					<div>Task 8</div> <div></div> <div><ul style="list-style-type: none"><li>- answer. Students are also asked to share their answers to their friends (Task 6).</li><li>- Students are asked to answer the questions they have made in Task 3 (number 1 and 2) in group of four. Students are also asked to share their answers to their friends (Task 7).</li><li>- Students are asked to read comic strips and answer the questions orally. Students are also asked to share their answers to their friends (Task 8).</li><li>- Students are asked to study the explanation about simple past tense (Task 9).</li><li>- Students are</li></ul></div>
--	--	--	--	--	---

					<div>Task 10</div> <div></div> <div>Task 13</div> <div></div>	<p>asked to complete the missing words by using the words provided. Students are also asked to share their answers to their friends (Task 10).</p> <ul style="list-style-type: none"><li>- Students are asked to read comic strips in Task 6 and 8 again and answer the question orally. Students are also asked to share their answers to their friends (Task 11).</li><li>- Students are asked to study about conjunctions or connectives (Task 12)</li><li>- Students are asked to complete the dialogue by using conjunctions</li></ul>
--	--	--	--	--	---	---


					<p>Task 15</p> <p>Scenario: <i>Ali and Lisa are talking about information they have.</i></p>  <p>The comic strip consists of two panels. In the first panel, Ali and Lisa are standing in a library. Ali says, 'I heard that you have a new job. Is it true?' Lisa replies, 'Yeah, it is true. I'm working in a new office with Mr. Jones. How do you know that?' Ali asks, 'Your sister, Sarah, told me. She said that you got a new job then.' Lisa responds, 'Ali the cat, there told me that you had got a bad accident when you were in Tangkubandaru Mountain. Can you tell me about that?' In the second panel, Ali is speaking and says, 'Oh, oh, sorry. I fell down when I went around the mountain. Unfortunately, my head hit a stone and made me faint.' Lisa replies, 'You were lucky. You are still alive.'</p>	<p>provided.</p> <p>Students are also asked to share their answers to their friends (Task 13).</p> <ul style="list-style-type: none"> <li>- Students are asked to study and pronounce some words/regular and irregular verbs (Task 14).</li> <li>- Students are asked to read comic strips and answer the question orally. Students are also asked to share their answers to their friends (Task 15).</li> <li>- Students are asked to study the explanation about direct and indirect speech (Task 16).</li> <li>- Students are asked to match the direct speech with the correct indirect speech.</li> </ul>
--	--	--	--	--	---	--

					<div>Task 17</div> <div></div> <div>Task 19</div> <div></div> <div>Task 20</div>	<p>Students are also asked to share their answers to their friends (Task 17).</p> <ul style="list-style-type: none"><li>- Students are asked to answer the questions they have made in Task 3 (number 3, 4, and 5) in group of four. Students are also asked to share their answers to their friends (Task 18).</li></ul> <p><b>Creating:</b></p> <ul style="list-style-type: none"><li>- Students are asked to make a monologue using the guide line. Students are also asked to share their answers to their friends (Task 19).</li><li>- Students are asked to complete the dialogue using the guide line.</li></ul>
--	--	--	--	--	---	---



					 <p>Students also asked to present your answers and let your friends and teacher give comments (Task 20).</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Students are asked to access <a href="http://www.bistrips.com">www.bistrips.com</a> and make comic strips about their holiday in junior high school (use the language features of recount text and indirect speech they have learnt) in pairs. Students are also asked to share their answers to their friends (Task 21).</li> </ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>- Students are asked to make dialogue by</li> </ul>
--	--	--	--	--	---



						<p>using guide line in pairs. Then perform it. (Task 22).</p> <p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>Students are asked to put check (✓) in the box based on how much they have learnt. Students are also asked to write down about their feeling after studying chapter 2.</li> </ul>
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan</p>	<p><b>Chapter 3:</b> <i>What a nice story!</i></p>	<p>Students are able to:</p> <p>a. analyze the social purposes, text structure, linguistics features of simple narrative text about Indonesian folklore based on its context.</p>	<p>a. Short dialogue related to simple narrative text about Indonesian folklore.</p> <p>b. Short dialogue related to expression of asking and giving opinion.</p>	<p><b>Grammar:</b> Past continuous tense S+ was/were + V-ing Example: Sangkuriang was running into the forest. Malinkundang was ignoring her poor mother.</p> <p><b>Vocabularies:</b> Verbs:</p> <ul style="list-style-type: none"> <li>sail</li> <li>agree</li> </ul>	<p>Task 2</p> 	<p><b>Warming up:</b></p> <ul style="list-style-type: none"> <li>Students are asked to study the pictures of the legend of Tangkubanprahu (sangkuriang) and answer the questions orally (Task 1).</li> </ul> <p><b>Observing:</b></p> <ul style="list-style-type: none"> <li>Students listen to the recording between Adi and his friends</li> </ul>

<p>komunikasi fungsional.</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</p>		<p>b. comprehend the meaning of oral simple narrative text.</p> <p>c. create an oral simple narrative text about Indonesian folklore focused on the social purposes, text structure, linguistics features of simple descriptive text about people based on its context.</p>		<ul style="list-style-type: none"> <li>• ignore</li> <li>• neglect</li> <li>• bit</li> <li>• believe</li> </ul> <p>Adverb:</p> <ul style="list-style-type: none"> <li>• suddenly</li> <li>• unfortunately</li> </ul>		<p>carefully and mark the items that they want to know about the recording (Task 2).</p> <p><b>Questioning:</b></p> <ul style="list-style-type: none"> <li>- Students are asked to make questions based on the marked items in Task 2 (task 3).</li> </ul> <p><b>Collecting data, Analyzing data, Communicating:</b></p> <ul style="list-style-type: none"> <li>- Students are asked to listen the recording in Task 1 again and answer the questions orally. Students are also asked to share their answers to their friends (Task 4).</li> <li>- Students are asked to study the explanation about narrative text (Task 5).</li> </ul>
---	--	---	--	--	--	--



					<p>Task 11</p>	<p>asked to study the explanation about past continuous tense (Task 9).</p> <ul style="list-style-type: none"><li>- Students are asked to complete the missing words by using the words provided. Students are also asked to share their answers to their friends (Task 10).</li><li>- Students are asked to read comic strips and answer the question orally. Students are also asked to share their answers to their friends (Task 11).</li><li>- Students are asked to study about expressions of asking and giving opinion (Task 12)</li><li>- Students are</li></ul>
--	--	--	--	--	----------------	---

						<p>asked to match the story with the correct opinion. Students are also asked to share their answers to their friends (Task 13).</p> <ul style="list-style-type: none"><li>- Students are asked to study and pronounce some words/regular past verbs (Task 14).</li><li>- Students are asked to answer the questions they have made in Task 3 (number 3 and 4) in group of four. Students are also asked to share their answers to their friends (Task 15).</li></ul> <p><b>Creating:</b></p> <ul style="list-style-type: none"><li>- Students are asked to make Jaka Tarub story by using guide line. Students are</li></ul>
--	--	--	--	--	--	---

					<p>Task 16</p>  <p>Task 16</p> <p>1. What is the story about?</p> <p>2. What is the boy's name?</p> <p>3. What is the boy's mother's name?</p> <p>4. What is the boy's father's name?</p> <p>5. What is the boy's sister's name?</p> <p>6. What is the boy's brother's name?</p> <p>7. What is the boy's friend's name?</p> <p>8. What is the boy's teacher's name?</p> <p>9. What is the boy's friend's name?</p> <p>10. What is the boy's friend's name?</p>	<p>also asked to share their answers to their friends (Task 16).</p> <p>- Students are asked to make Malinkundang story by using guide line. Students are also asked to share their answers to their friends (Task 17).</p> <p><b>Homework:</b></p> <p>- Students are asked to find one of stories (Nyi Roro Kidul, Bali Strait, Roro Jonggrang, and Banyuwangi) from the internet in pairs. Students are also asked to share their answers to their friends (Task 18).</p> <p><b>Evaluation:</b></p> <p>- Students are</p>
--	--	--	--	--	---	---

						<p>asked to make story of the legend of Rawa Pening by using guide line in pairs (Task 19).</p> <p><b>Reflection:</b></p> <ul style="list-style-type: none"><li>- Students are asked to put check (√) in the box based on how much they have learnt. Students are also asked to write down about their feeling after studying chapter 3.</li></ul>
--	--	--	--	--	--	--

# **APPENDIX E**

(The Task Description)



## Task Description of Unit 1

Unit 1. What does he look like? This unit focus on teaching describing of the people and complimenting.	
<b>A. Warm-Up</b>	
<b>Task 1</b>	<p><b>Instruction :</b>  <i>Look at your friend beside you and answer the questions. Keep your answers until your teacher asks you about them.</i></p> <p><b>Description :</b>  Students are asked to look at his/her table mate and then answer the questions orally. The questions are about their friend's physical appearance. They have to share their answers to their friends inside the classroom.</p>
<b>B. Observing</b>	
<b>Task 2</b>	<p><b>Instruction :</b>  <i>Listen to the recording between Susi, Dinda, and Santi carefully and mark the items that you want to know.</i></p> <p><b>Description :</b>  Students listen to the recording between Susi, Dinda, and Santi carefully and they have to mark the items that they want to know about the recording. The recording is about describing people.</p>
<b>C. Questioning</b>	
<b>Task 3</b>	<p><b>Instruction :</b>  <i>Referring to the items you want to know in Task 2, make relevant questions. Examples are provided for you.</i></p> <p><b>Description :</b>  Students are asked to make relevant questions based on the marked items in Task 2. This question will lead students to the material that will be mastered by the students.</p>
<b>D. Collecting the Data</b> <b>E. Analyzing the data</b> <b>F. Communicating</b>	
<b>Task 4</b>	<p><b>Instruction :</b>  <i>Listen to the recording between Susi, Dinda, and Santi again and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments.</i></p> <p><b>Description :</b>  Students are asked to listen the recording in Task 1 again and answer the questions orally. The questions are about teacher appearances. Students are</p>

	also asked to share their answers to their friends.
<b>Task 5</b>	<p><b>Instruction :</b> <i>Study the explanation about how to describe a person.</i></p> <p><b>Description :</b> Students are asked to study the explanation about how to describe people (pattern of describing people)</p>
<b>Task 6</b>	<p><b>Instruction :</b> <i>Complete the missing words by using the words in the boxes. Share your answer to your friends and let your friends and teacher give comments.</i></p> <p><b>Description :</b> Students are asked to complete the missing words in the dialogue about describing people by using adjectives provided. Students are also asked to share their answers to their friends.</p>
<b>Task 7</b>	<p><b>Instruction :</b> <i>Read the comic strip below and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments.</i></p> <p><b>Description :</b> Students are asked to read comic strips and answer the questions orally. The questions are about the use of tense in describing people. Students are also asked to share their answers to their friends.</p>
<b>Task 8</b>	<p><b>Instruction :</b> <i>Study the explanation about Simple Present Tense.</i></p> <p><b>Description :</b> Students are asked to study the explanation about simple present tense (formula and some examples).</p>
<b>Task 9</b>	<p><b>Instruction :</b> <i>Fill in the blank by using the words in the boxes. Share your answer to your friends and let your friends and teacher give comments.</i></p> <p><b>Description :</b> Students are asked to fill the blank by using the words provided. The questions are related to the use of simple present tense. Students are also asked to share their answers to their friends</p>
<b>Task 10</b>	<p><b>Instruction :</b> <i>Match the picture with the correct utterance.</i></p> <p><b>Description :</b> Students are asked to match the picture with the correct utterance. The utterances are related to description of physical appearance of the pictures.</p>

<b>Task 11</b>	<p><b>Instruction :</b> <i>Study and pronounce the following words.</i></p> <p><b>Description :</b> Students are asked to Study and pronounce the some adjectives words.</p>
<b>Task 12</b>	<p><b>Instruction :</b> <i>Read the dialogue between Edo and Dinda carefully and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments.</i></p> <p><b>Description :</b> Students are asked to read comic strips and answer the question orally. The questions are related to the use of expressions of complimenting and responding to compliments. Students are also asked to share their answers to their friends.</p>
<b>Task 13</b>	<p><b>Instruction :</b> <i>Study the explanation below about expressions of complimenting and responding to compliments.</i></p> <p><b>Description :</b> Students are asked to study about expressions of complimenting and responding to compliments.</p>
<b>Task 14</b>	<p><b>Instruction :</b> <i>Match the comic strips with the correct expression of complimenting.</i></p> <p><b>Description :</b> Students are asked to match the comic strips with the correct expression of complimenting.</p>
<b>Task 15</b>	<p><b>Instruction :</b> <i>Complete the dialogue by using the expressions in the boxes. Share your answers to your friends and let your friends and teacher give comments.</i></p> <p><b>Description :</b> Students are asked to complete the dialogue by using expressions provided. The dialogue is about expressions of complimenting and responding to compliments. Students are also asked to share their answers to their friends.</p>
<b>Task 16</b>	<p><b>Instruction :</b> <i>In groups of four, use the information you have to answer your questions you have made in Task 3. Present your answers to the class. Let your teacher gives feedback about your answers</i></p> <p><b>Description :</b></p>

	Students are asked to answer the questions they have made in Task 3 in group of four. Students are also asked to share their answers to their friends.
<b>G. Creating</b>	
<b>Task 17</b>	<p><b>Instruction :</b>  <i>Complete the comic strips below. Present your answers and let your friends and teacher give comments.</i></p> <p><b>Description :</b>  Students are asked to complete the comic strip by using correct descriptions. This task consist of two parts, A and B. A is semi guided task and B is free task. Students are also asked to share their answers to their friends</p>
<b>H. Homework</b>	
<b>Task 18</b>	<p><b>Instruction :</b>  <i>In pairs, please access <a href="http://www.bitstrips.com">www.bitstrips.com</a> and make comic strips containing expression of describing people you have learnt. Present it in front of the class.</i></p> <p><b>Description :</b>  Students are asked to access <a href="http://www.bistrips.com">www.bistrips.com</a> and make comic strips containing expression of describing people in pairs (free task). Students are also asked to share their answers to their friends.</p>
<b>I. Evaluation</b>	
<b>Task 19</b>	<p><b>Instruction :</b>  <i>In pairs, please make a dialogue between you and your friend by using guideline below. Tell it in front of the class.</i></p> <p><b>Description :</b>  Students are asked to make dialogue by using guide line (blank comic) in pairs.</p>
<b>J. Reflection</b>	
	<p><b>Instruction :</b>  <i>How much you learn from this chapter? Put check (✓) in the box according to how much you have learnt and write down about your feeling.</i></p> <p><b>Description :</b>  Students are asked to put check (✓) in the box based on how much they have learnt. Students are also asked to write down about their feeling after studying chapter 1.</p>

## Task Description of Unit 2

Unit 2 It was really amazing This unit focus on teaching recount text and direct and indirect speech.	
<b>A. Warm-Up</b>	
<b>Task 1</b>	<p><b>Instruction :</b> <i>Read the comic strips below and answer the questions.</i></p> <p><b>Description :</b> Students are asked to read some comic strips and answer the questions orally. The comic strips are parts of comic strips about some ones' experience. The questions are related to the comics (about experience).</p>
<b>B. Observing</b>	
<b>Task 2</b>	<p><b>Instruction :</b> <i>Listen to Budi carefully and mark the items that you want to know.</i></p> <p><b>Description :</b> Students listen to the recording carefully and mark the items that they want to know about the recording. The recording is about Budi's experience.</p>
<b>C. Questioning</b>	
<b>Task 3</b>	<p><b>Instruction :</b> <i>Referring to the items you want to know in Task 2, make relevant questions. Examples are provided for you.</i></p> <p><b>Description :</b> Students are asked to make relevant questions based on the marked items in Task 2. This question will lead students to the material that will be mastered by the students.</p>
<b>D. Collecting the Data</b> <b>E. Analyzing the data</b> <b>F. Communicating</b>	
<b>Task 4</b>	<p><b>Instruction :</b> <i>Listen again to Budi carefully and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments.</i></p> <p><b>Description :</b> Students are asked to listen the recording in Task 1 again and answer the questions orally. The questions are about Budi'd experience (covered the generic structure of a descriptive text). Students are also asked to share their answers to their friends.</p>
<b>Task 5</b>	<p><b>Instruction :</b> <i>Study the explanation about recount texts below.</i></p>

	<p><b>Description :</b> Students are asked to study the explanation about recount text (orientation, list of events, and reorientation).</p>
<b>Task 6</b>	<p><b>Instruction :</b> <i>In pairs, read the comic strip and label the part of Mr. Jono's speech with the appropriate answer in the boxes. Share your answers to your friends and let your friends and teacher give comments.</i></p> <p><b>Description :</b> Students are asked to label the part of Mr. Jono's speech with the appropriate answer (orientation, list of events, and reorientation). Students are also asked to share their answers to their friends.</p>
<b>Task 7</b>	<p><b>Instruction :</b> <i>In groups of four, use the information you have to answer your questions number 1 and 2 that you have made in Task 3. Present your answers and let your teacher gives feedback about your answers.</i></p> <p><b>Description :</b> Students are asked to answer the questions they have made in Task 3 (number 1 and 2) in group of four. Students are also asked to share their answers to their friends.</p>
<b>Task 8</b>	<p><b>Instruction :</b> <i>Read the comic strips below and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments</i></p> <p><b>Description :</b> Students are asked to read comic strips and answer the questions orally. The questions are about the use of past tense. Students are also asked to share their answers to their friends.</p>
<b>Task 9</b>	<p><b>Instruction :</b> <i>Study the explanation about past tense below.</i></p> <p><b>Description :</b> Students are asked to study the explanation about simple past tense.</p>
<b>Task 10</b>	<p><b>Instruction :</b> <i>Complete the missing words using the words in the boxes. Share your answers to your friends and let your friends and teacher give comments.</i></p> <p><b>Description :</b> Students are asked to complete the missing words by using the words provided( related to the use of past tense). Students are also asked to share their answers to their friends</p>
<b>Task 11</b>	<p><b>Instruction :</b></p>

	<p><i>Read the comic strips in the Task 6 and 8 again and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments.</i></p> <p><b>Description :</b> Students are asked to read comic strips in Task 6 and 8 again and answer the question orally. The questions are related to the use of conjunction. Students are also asked to share their answers to their friends</p>
<b>Task 12</b>	<p><b>Instruction :</b> <i>Study the explanation about conjunction or connective below carefully.</i></p> <p><b>Description :</b> Students are asked to study about conjunctions or connectives.</p>
<b>Task 13</b>	<p><b>Instruction :</b> <i>Complete the comic strip below using the conjunctions in the boxes. Share your answers to your friends and let your friends and teacher give comments.</i></p> <p><b>Description :</b> Students are asked to complete the dialogue by using conjunctions provided. Students are also asked to share their answers to their friends.</p>
<b>Task 14</b>	<p><b>Instruction :</b> <i>Study and pronounce the following words.</i></p> <p><b>Description :</b> Students are asked to study and pronounce some words (regular and irregular verbs).</p>
<b>Task 15</b>	<p><b>Instruction :</b> <i>Read dialogue between Adi and Susi carefully and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments.</i></p> <p><b>Description :</b> Students are asked to read comic strips and answer the question orally. The questions are about the use of direct and indirect speech. Students are also asked to share their answers to their friends.</p>
<b>Task 16</b>	<p><b>Instruction :</b> <i>Study the explanation about direct and indirect speech below carefully.</i></p> <p><b>Description :</b> Students are asked to study the explanation about direct and indirect speech.</p>
<b>Task 17</b>	<p><b>Instruction :</b></p>

	<p><i>In pairs, match the direct speech with the correct indirect speech in the box. Share your answers to your friends and let your friends and teacher give comments.</i></p> <p><b>Description :</b> Students are asked to match the direct speech with the correct indirect speech. Students are also asked to share their answers to their friends</p>
<b>Task 18</b>	<p><b>Instruction :</b> <i>In groups of four, use the information you have to answer your questions number 3, 4 and 5 you have made in Task 3. Present your answers and let your teacher gives feedback about your answers.</i></p> <p><b>Description :</b> Students are asked to answer the questions they have made in Task 3 (number 3, 4, and 5) in group of four. Students are also asked to share their answers to their friends.</p>
<b>G. Creating</b>	
<b>Task 19</b>	<p><b>Instruction :</b> <i>Make a monologue using the guideline. Present your answers and let your friends and teacher give comments.</i></p> <p><b>Description :</b> Students are asked to make a monologue using the guide line (based on the clues provided). Students are also asked to share their answers to their friends. (semi guided activity)</p>
<b>Task 20</b>	<p><b>Instruction :</b> <i>Complete the dialogue using the guideline. Present your answers and let your friends and teacher give comments.</i></p> <p><b>Description :</b> Students are asked to complete the dialogue using the guide line. Students also asked to present your answers and let your friends and teacher give comments. (free activity)</p>
<b>H. Homework</b>	
<b>Task 21</b>	<p><b>Instruction :</b> <i>In pairs, please access <a href="http://www.bitstrips.com">www.bitstrips.com</a> and make comic strips based on the monologue about one of your holiday when you were in junior high school (use the language features of recount text and indirect speech you have learnt). Tell it in front of the class.</i></p> <p><b>Description :</b> Students are asked to access <a href="http://www.bistrips.com">www.bistrips.com</a> and make comic strips about their holiday in junior high school (use the language features of recount text and indirect speech they have learnt) in pairs. Students are</p>



	also asked to share their answers to their friends.
<b>I. Evaluation</b>	
<b>Task 22</b>	<p><b>Instruction :</b>  <i>In pairs, please make a dialogue between you and your friend by using guideline below. Tell it in front of the class.</i></p> <p><b>Description :</b>  Students are asked to make dialogue by using guide line in pairs (blank comic strips). Then perform it.</p>
<b>J. Reflection</b>	
	<p><b>Instruction :</b>  <i>How much you learn from this chapter? Put check (√) in the box according to how much you have learnt and write down about your feeling.</i></p> <p><b>Description :</b>  Students are asked to put check (√) in the box based on how much they have learnt. Students are also asked to write down about their feeling after studying chapter 2.</p>

## Description Task of Unit 3

Unit 2 What a great story This unit focus on teaching narrative text and giving and asking opinion.	
<b>A. Warm-Up</b>	
<b>Task 1</b>	<p><b>Instruction :</b> <i>Study the pictures below and answer the questions orally.</i></p> <p><b>Description :</b> Students are asked to study the pictures of the legend of Tangkubanprahu (sangkuriang) and answer the questions orally. The questions are the legend of Tangkubanprahu, such as characters, morals etc.</p>
<b>B. Observing</b>	
<b>Task 2</b>	<p><b>Instruction :</b> <i>Listen to the conversation between Adi and his friends carefully and mark the items that you want to know.</i></p> <p><b>Description :</b> Students listen to the recording between Adi and his friends carefully and mark the items that they want to know about the recording. The recording is related to the legend of Tangkubanprahu.</p>
<b>C. Questioning</b>	
<b>Task 3</b>	<p><b>Instruction :</b> <i>Referring to the items you want to know in Task 2, make relevant questions. Examples are provided for you.</i></p> <p><b>Description :</b> Students are asked to make relevant questions based on the marked items in Task 2. This question will lead students to the material that will be mastered by the students.</p>
<b>D. Collecting the Data</b> <b>E. Analyzing the data</b> <b>F. Communicating</b>	
<b>Task 4</b>	<p><b>Instruction :</b> <i>Listen to Adi again and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments.</i></p> <p><b>Description :</b> Students are asked to listen the recording in Task 1 again and answer the questions orally. The question related to elements of narrative text (orientation, complication, and resolution). Students are also asked to share their answers to their friends</p>
<b>Task 5</b>	<b>Instruction :</b>

	<p><i>Study the explanation about narrative text below carefully.</i></p> <p><b>Description :</b> Students are asked to study the explanation about narrative text. (generic structure, the purpose of narrative text, and structure)</p>
<b>Task 6</b>	<p><b>Instruction :</b> <i>In pairs, complete the comic strips by using the utterances in the box. Share your answers to your friends and let your friends and teacher give comments.</i></p> <p><b>Description :</b> Students are asked to complete the comic strips by using utterances provided (arranging orientation, complication 1-4, resolution in order). Students are also asked to share their answers to their friends.</p>
<b>Task 7</b>	<p><b>Instruction :</b> <i>In groups of four, use the information you have to answer your questions number 1 and 2 that you have made in Task 3. Present your answers and let your teacher gives feedback about your answers.</i></p> <p><b>Description :</b> Students are asked to answer the questions they have made in Task 3 (number 1 and 2) in group of four. Students are also asked to share their answers to their friends.</p>
<b>Task 8</b>	<p><b>Instruction :</b> <i>Read the comic strip below and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments.</i></p> <p><b>Description :</b> Students are asked to read comic strips and answer the questions orally. the questions are related to the use of past continuous tense. Students are also asked to share their answers to their friends.</p>
<b>Task 9</b>	<p><b>Instruction :</b> <i>Study the explanation about past continuous tense below.</i></p> <p><b>Description :</b> Students are asked to study the explanation about past continuous tense (formula and some examples).</p>
<b>Task 10</b>	<p><b>Instruction :</b> <i>Complete the missing words using the words in the box. Share your answers to your friends and let your friends and teacher give comments.</i></p> <p><b>Description :</b> Students are asked to complete the missing words by using the words</p>

	provided (are related to the use of past continuous tense). Students are also asked to share their answers to their friends.
<b>Task 11</b>	<p><b>Instruction :</b>  <i>Read the dialogue between Adi and Dinda carefully and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments.</i></p> <p><b>Description :</b>  Students are asked to read comic strips and answer the question orally. The questions are related to asking and giving opinion. Students are also asked to share their answers to their friends.</p>
<b>Task 12</b>	<p><b>Instruction :</b>  <i>Study the explanation about expressions of asking and giving opinion below carefully.</i></p> <p><b>Description :</b>  Students are asked to study about expressions of asking and giving opinion.</p>
<b>Task 13</b>	<p><b>Instruction :</b>  <i>In pairs, match the opinion with the correct story in the box. Share your answers to your friends and let your friends and teacher give comments.</i></p> <p><b>Description :</b>  Students are asked to match the story with the correct opinion. Students are also asked to share their answers to their friends.</p>
<b>Task 14</b>	<p><b>Instruction :</b>  <i>Study and pronounce the following words.</i></p> <p><b>Description :</b>  Students are asked to study and pronounce some words (regular past verbs).</p>
<b>Task 15</b>	<p><b>Instruction :</b>  <i>In groups of four, use the information you have to answer your questions number 3 and 4 that you have made in Task 3. Present your answers and let your teacher gives feedback about your answers.</i></p> <p><b>Description :</b>  Students are asked to answer the questions they have made in Task 3 (number 3 and 4) in group of four. Students are also asked to share their answers to their friends.</p>
<b>G. Creating</b>	
<b>Task 16</b>	<p><b>Instruction :</b>  <i>Complete the comic strips below by using the guideline. Use the language</i></p>

	<p><i>features of narrative text you have learnt. Tell it in front of the class and let your friends and teacher give comments..</i></p> <p><b>Description :</b> Students are asked to make Jaka Tarub story by using guide line and give their opinion about the story. Students are also asked to share their answers to their friends.</p>
<b>Task 17</b>	<p><b>Instruction :</b> <i>Make Malinkundang story by using the guideline below. Use the language features of narrative text you have learnt. Tell it in front of the class and let your friends and teacher give comments.</i></p> <p><b>Description :</b> Students are asked to make Malinkundang story by using guide line. Students are also asked to share their answers to their friends.</p>
<b>H. Homework</b>	
<b>Task 18</b>	<p><b>Instruction :</b> <i>In pairs, choose one of the titles below and find it from internet (and the pictures). Then, make the summary and give your opinion about the story.</i></p> <p><b>Description :</b> Students are asked to find one of stories (Nyi Roro Kidul, Bali Strait, Roro Jonggrang, and Banyuwangi) from the internet, summarize it, give opinion about the story in pairs. Students are also asked to share their answers to their friends.</p>
<b>I. Evaluation</b>	
<b>Task 19</b>	<p><b>Instruction :</b> <i>Make the story of “The Legend of Rawa Pening” by using the guidelines below. Give also your opinions about the story. Present it in front of your class and let your friends and teacher give comments.</i></p> <p><b>Description :</b> Students are asked to make story of the legend of Rawa Pening by using guide line in pairs. The students have to give their opinion about the story that they made. The students also asked to share their answers to their friends.</p>
<b>J. Reflection</b>	
	<p><b>Instruction :</b> <i>How much you learn from this chapter? Put check (√) in the box according to how much you have learnt and write down about your feeling.</i></p> <p><b>Description :</b> Students are asked to put check (√) in the box based on how much they have learnt. Students are also asked to write down about their feeling after studying chapter 3.</p>

# **APPENDIX F**

(The First Draft of Develop Materials)

## Warm up

### TASK 1

Look at your friend beside you and answer the questions. Keep your answers until your teacher asks you about them.

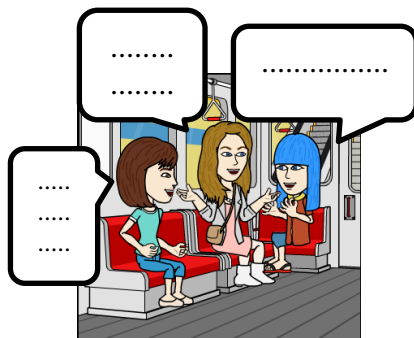
1. Does he/ she have straight hair?
2. Does he/ she have curly hair?
3. Does he/ she have slanted eyes?
4. Does he/ she have round eyes?
5. Is he/she a kind person?

## Observing

### TASK 2

Listen to the recording between Susi, Dinda, and Santi carefully and mark the items that you want to know.

*Situation: Dinda and Susi describe their English teacher for Santi because Santi is a new student in Dinda and Susi's school.*



- ☐ The way of the speaker describing person.
- ☐ The tense used by the speaker.
- ☐ The use of expressions of complimenting and responding to compliments.

Write more things you want to know below.

1. ....
2. ....
3. ....

## TASK 3

Referring to the items you want to know in Task 2, make relevant questions. Examples are provided for you.

1. How does the speaker describe a person?
2. What is the tense used by the speaker?
3. How does the speaker use of expressions of complimenting and responding to compliments?
4. ....
5. ....
6. ....



## TASK 4

Listen to the recording between Susi, Dinda, and Santi again and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments.

1. What does their teacher's hair look like?
2. What does their teacher's nose look like?
3. What does their teacher's eyes look like?
4. What is the color of their teacher's skin?
5. Is their teacher tall?
6. Which statement does show your answer (number 5)?
7. Is their teacher young?
8. Which statement that does show your answer (number 7)?
9. Is their teacher a humorous person?
10. Which statement does show your answer (number 9)?



## TASK 5

Study the explanation about how to describe person.

**Describing person** means to say or write what someone is like.

There are many ways to describe person such as:

- S + has + adjective noun phrase** (she has curly hair)
- S + to be + a/an + adjective noun phrase** (he is a smart boy)
- Possessive noun phrase + to be + adjective** (her nose is pointed) and soon.

## TASK 6

Complete the missing words by using the words in the boxes. Share your answer to your friends and let your friends and teacher give comments.

*Situation: Sandi is looking for Mr. Jono in the office but Sandi doesn't know where Mr. Jono is. So Sandi asks to Dinda.*

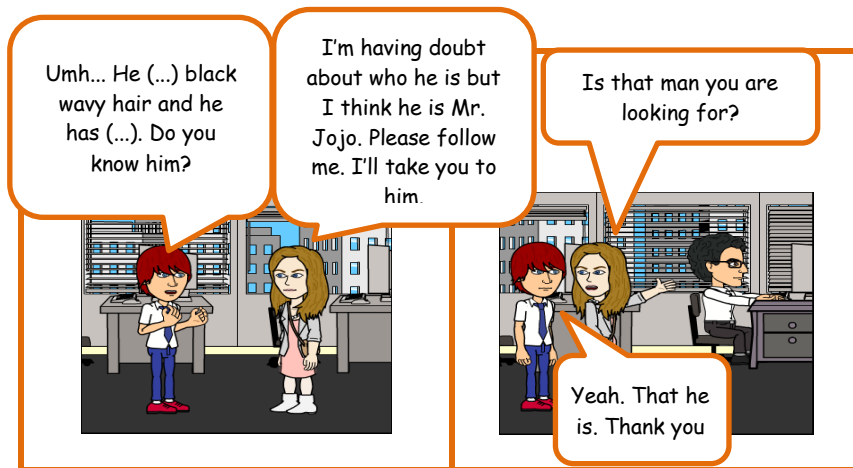
tall man   has   light skin   young   is

Excuse me, Dinda. I'm looking for Mr. Jono. Do you know where is him?

I'm sorry. I never hear that name before. Can you tell me more about him?

Sure. He is a (...). He is (...) and he (...) a humorous man.

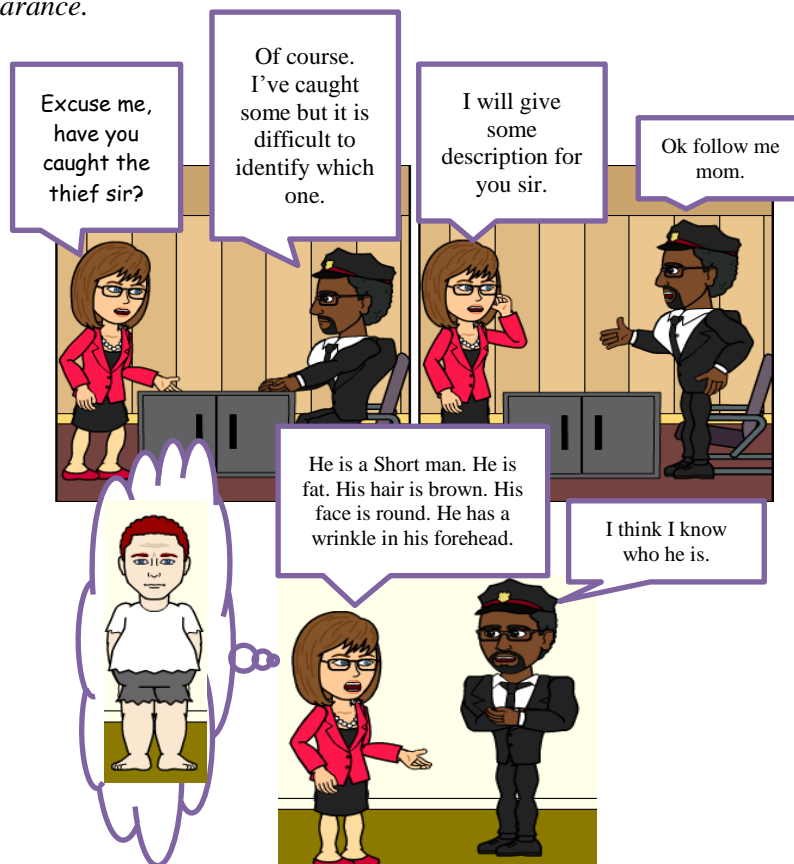
Frankly, I don't know who he is. Can you give more specific description about him?



## TASK 7

Read the comic strip bellow and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments.

*Situation: Mrs. Vika is checking the thief who stole her car yesterday in the police station but the officer finds difficulties to identify the thief. So Mrs. Vika helps the officer by giving some description about the thief's physical appearance.*



1. What tense is used by Mrs. Vika to describe the thief's physical appearance?
2. Why does Mrs. Vika use the tense to describe the thief's physical appearance?

## TASK 8 Study the explanation about Simple Present Tense.

**Simple Present Tense** is the tense which you use to refer to events, actions and conditions which are **happening all the time**, or **exist now**. You may use this sentence when you want to describe people.

Formula:

**S + is/are + Adjective**

**S + V<sub>1</sub>(es) + O**

**S + has/have + O**

Examples:

1. She is an energetic girl
2. He is tall

## TASK 9 Fill the blank by using the words in the boxes. Share your answer to your friends and let your friends and teacher give comments.

1. He is a clever (...).
2. She has a (...) nose.
3. She (...) curly hair
4. (...) is green.
5. He (...) glasses.
6. Adi has (...).
7. Budi is (...).
8. (...) is young girl.
9. Dinda has white (...).
10. Her eyes (...) slanted.

- a. are
- b. pointed
- c. skin
- d. has
- e. wears
- f. short hair
- g. student
- h. his shirt
- i. a tall boy
- j. Susi

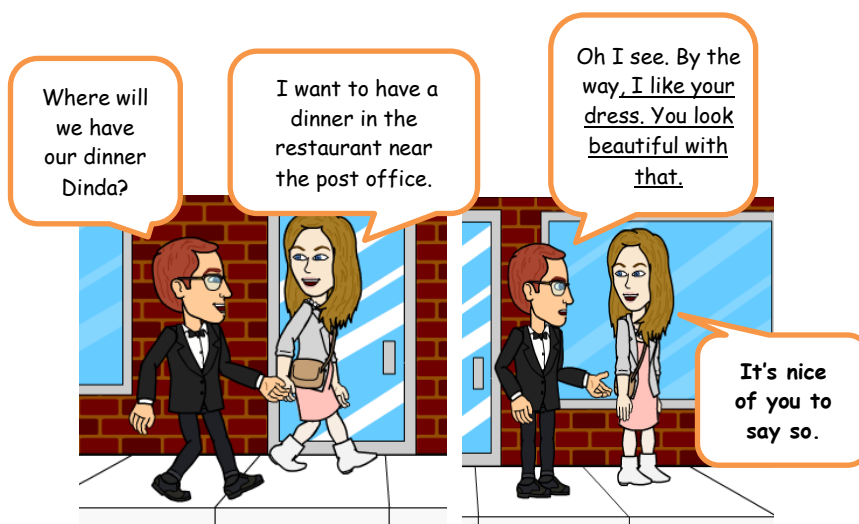
## TASK 10

Study and pronounce the following words.

Words	Pronunciation	Meaning
muscular - (adj)	/ˈmʌ skjʊ ləʳ/	<i>berotot</i>
slanting - (adj)	/ˈsla : ntɪŋ/	<i>sipit</i>
mole - (n)	/məʊ l/	<i>tahi lalat</i>
mustache - (n)	/mʊ ' stɑ : ʃ /	<i>kumis</i>
beard - (n)	/bɪ əd/	<i>jenggot</i>
stubborn – (adj)	/ˈ stʌ b.ən/	<i>keras kepala</i>
greedy – (adj)	/ˈ gri: .di/	<i>tamak</i>
arrogant – (adj)	/ˈ ær.ə.g ə nt/	<i>sombong</i>
naughty – (adj)	/ˈnɔ : ti/	<i>nakal</i>

## TASK 11

Read the dialogue between Edo and Dinda carefully and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments.





1. Do you find any differences between underlined and bold utterances?
2. Have you ever said such bold utterances before?
3. When do you use the bold utterances?

## TASK 12

Study the explanation below about expressions of complimenting and responding to compliments.

- ☒ Expressions of complimenting are used to show expressions of admiration for something great (someone's clothe style, hair style, performance, etc).
- ☒ Responding to compliments is use to say as a reaction to compliment that has been said by other person.

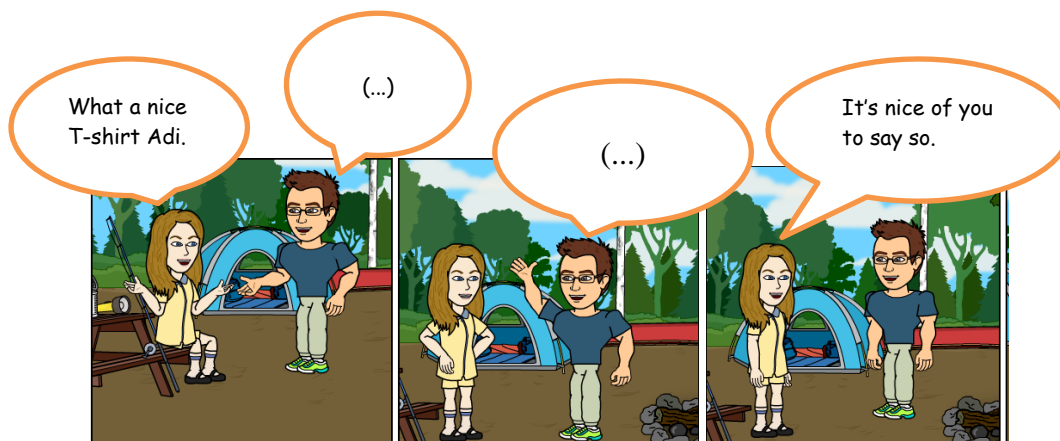
Expressions of complimenting	Responding to compliments
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> What a ...!</li> <li><input checked="" type="checkbox"/> That's a very nice ...</li> <li><input checked="" type="checkbox"/> I like your ...</li> <li><input checked="" type="checkbox"/> You're looking good.</li> <li><input checked="" type="checkbox"/> You look cute with that shirt.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Thanks.</li> <li><input checked="" type="checkbox"/> Oh, not really.</li> <li><input checked="" type="checkbox"/> It's nice of you to say so.</li> <li><input checked="" type="checkbox"/> How kind of you to say so.</li> <li><input checked="" type="checkbox"/> Thank you for saying so.</li> <li><input checked="" type="checkbox"/> Thank you.</li> </ul>

## TASK 13

Complete the dialogue by using the expressions in the boxes. Share your answers to your friends and let your friends and teacher give comments.

You look beautiful with that shirt Dinda.

How kind of you to say so.



## TASK 14

In groups of four, use the information you have to answer your questions you have made in Task 3. Present your answers to the class. Let your teacher gives feedback about your answers.

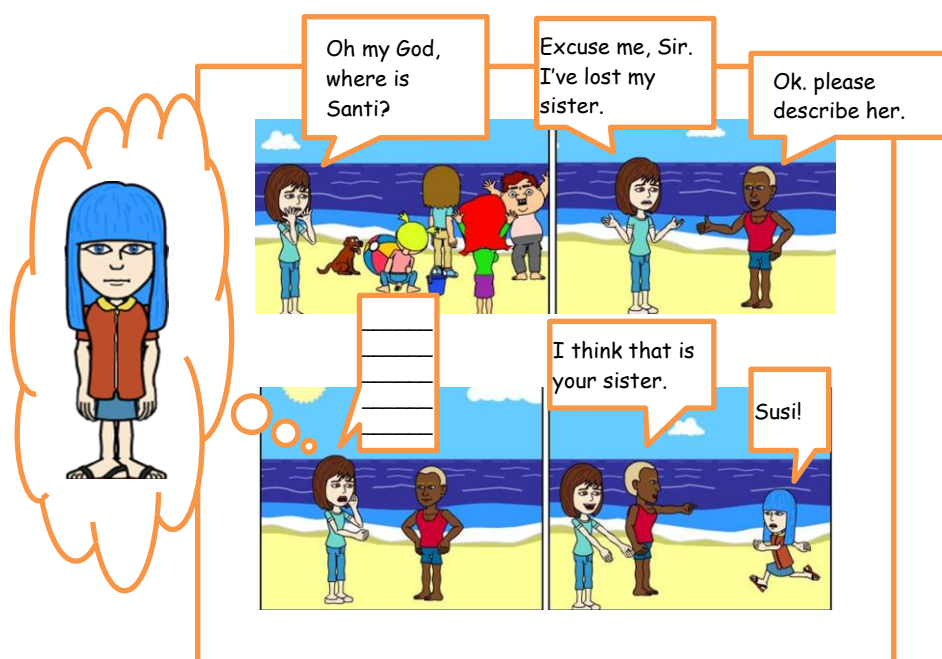
1. How does the speaker describe a person?  
.....
2. What is the tense used by the speaker?  
.....
3. How does the speaker use of expressions of complimenting and responding to compliments?  
.....
4. ....  
.....

## Creating

### TASK 15

Complete the comic strips below. Present your answers and let your friends and teacher give comments.

*Situation: Santi gets lost in the beach and make Susi worries about it. Susi asks the life guard to help her.*



## Homework

### TASK 15

In pairs, please access [www.bistrips.com](http://www.bistrips.com) and make comic strips containing expression of describing people you have learnt. Present it in front of the class.



## Evaluation

### TASK 16

In pairs, please make a dialogue between you and your friend by using guideline below. Tell it in front of the class.

*Situation: One day, Tiara and Adi go hiking to Tangkubanprahu Mountain. In the middle of resting, Adi says to look around but he never comes back. Fortunately, there is other hiker. Then, Tiara asks for helping by describing her friend.*





## Reflection

How much you learn from this chapter? Put check (✓) in the box according to how much you have learnt and write down about your feeling.

Aspects	Excellent	Good	Poor
How to describe people			
How to express compliments			
How to respond compliments			
Vocabulary			
What do you feel after you learnt this chapter:			

## Summary

*In this chapter you learn:*

### 1. How to describe person

- ☒ She has a ....
- ☒ Her hair is....
- ☒ She is a ..... girl
- ☒ Her nose.....
- ☒ My hair is.....
- ☒ I wear a....., etc

### 2. Simple Present Tense

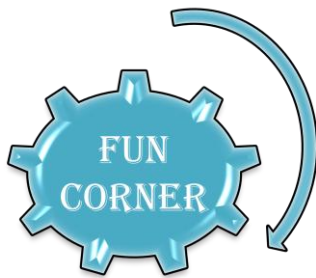
- ☒ S + is/are + Adjective
- ☒ S + V<sub>1</sub>(es) + O
- ☒ S + has/have + O

### 3. Expression of complimenting

- ☒ What a ...!
- ☒ That's a very nice ...
- ☒ I like your ...
- ☒ You're looking good.
- ☒ You look cute with that shirt.

### 4. Responding to compliments

- ☒ Thanks.
- ☒ Oh, not really.
- ☒ It's nice of you to say so.
- ☒ How kind of you to say so.
- ☒ Thank you for saying so.
- ☒ Thank you.



### "TONGUE TWISTER"

Please read the text below as fast as you can.

1

- I saw Susie sitting in a shoe shine shop.

2

- A big black bug bit the big black bear, but the big black bear bit the big black bug back.

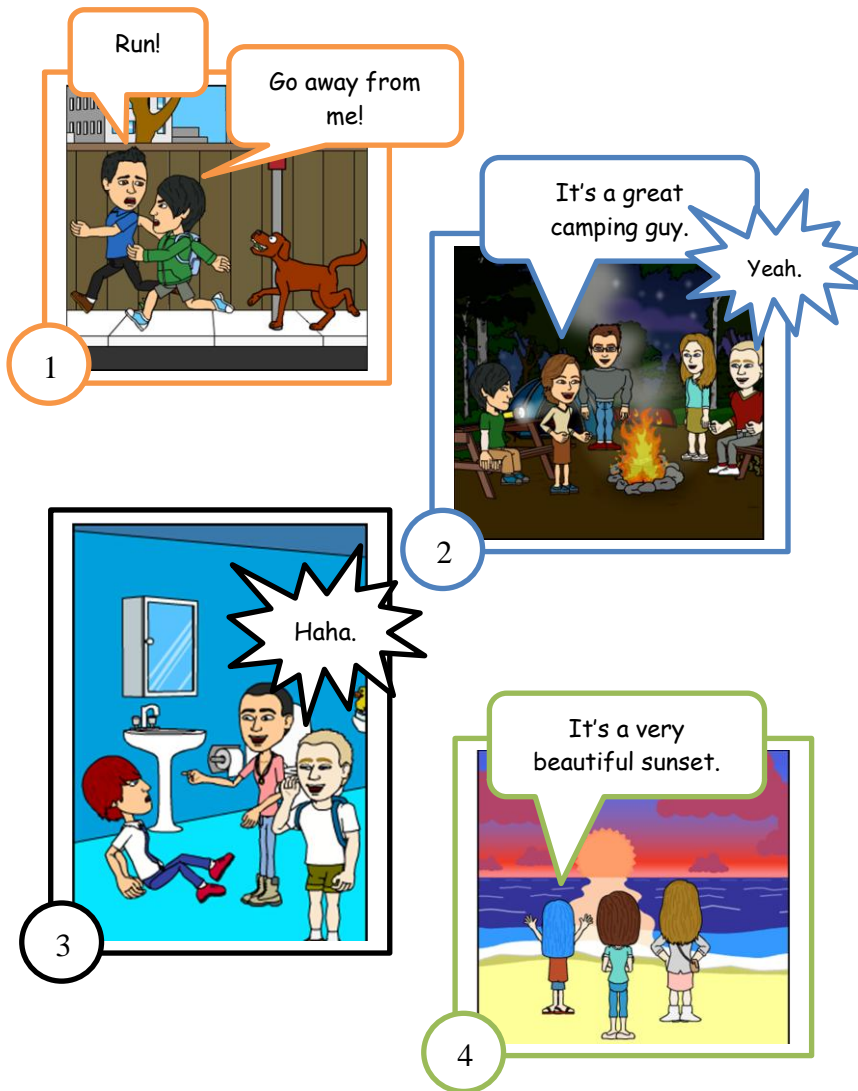
3

- I bought a bit of baking powder and baked a batch of biscuits. I brought a big basket of biscuits back to the bakery and baked a basket of big biscuits. Then I took the big basket of biscuits and the basket of big biscuits and mixed the big biscuits with the basket of biscuits that was next to the big basket and put a bunch of biscuits from the basket into a biscuit mixer and brought the basket of biscuits and the box of mixed biscuits and the biscuit mixer to the bakery and opened a tin of sardines.

## Warm up

### TASK 1

Read the comic strips below and answer the questions.



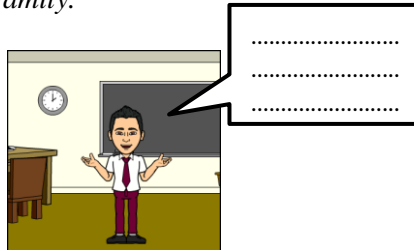
1. Do you have such an experience?
2. What kind of experience do you have?
3. When did it happen?
4. Where did it happen?
5. How did you feel when it happened?

## Observing

### TASK 2

Listen to Budi carefully and mark the items that you want to know.

*Situation: Budi tells his friends about his experience when he went to Bandung last holiday with his family.*



- ☐ The purpose of the speaker telling his experience to his friends.
- ☐ The steps of the speaker telling his experience.
- ☐ The tense used by the speaker.
- ☐ The purpose of the speaker uses connectives or conjunctions.
- ☐ The use of direct and indirect speech.

Write the things you want to know more below.

1. ....
2. ....
3. ....

## Questioning

### TASK 3

Referring to the items you want to know in Task 2, make relevant questions. Examples are provided for you.

1. What is the purpose of the speaker tells his experience to his friends?
2. What are the steps of the speaker tells his experience?
3. What is the tense used by the speaker?
4. What is the purpose of the speaker uses connectives or conjunctions?
5. How does the speaker use direct and indirect speech?
6. ....
7. ....
8. ....



## TASK 4 Listen again to Budi's speech carefully and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments.

1. What is the topic of the Budi's speech?
2. What is Budi's purpose when he tells it?  
**Orientation:**
3. With whom did Budi spend his holiday?
4. Where did Budi spend his holiday?
5. When did Budi spend his holiday?
6. How did Budi go there?  
**Events:**
7. How many activities did Budi do during his Holiday?
8. List Budi's activity when he spent his holiday.
9. Does Budi tell His experience chronologically? (give your reason)  
**Reorientation:**
10. How did Budi feel after his holiday?

## TASK 5 Study the explanation about recount texts below.

**The purposes** of recount text are to inform and to entertain the audience about someone's experience, so it mainly uses past tense.  
A recount text consists of **orientation**, **list of events**, and **reorientation**.

**Orientation:** it provides background information. It answers the questions; *What?*, *Who?*, *When?*, *Where?*, *Why*, and *How?*

**List of event:** it tells events chronologically. It uses conjunctions or connectives like: *first*, *next*, *then*, *finally* and so on.

**Reorientation:** it presents the concluding comments. It expresses the author or speaker personal opinion regarding the events described.

## TASK 6

In pairs, read the comic strip and label the part of Mr. Jono's speech with the appropriate answer in the boxes. Share your answers to your friends and let your friends and teacher give comments.

Orientation
List of events
Reorientation

.....

.....

.....

## TASK 7

In groups of four, use the information you have to answer your questions number 1 and 2 that you have made in Task 3. Present your answers and let your teacher gives feedback about your answers.

1. What is the purpose of the speaker telling his experience to his friends?  
.....
2. What are the steps of the speaker telling his experience in Bandung?  
.....
3. ....
4. ....

# TASK 8

Read the comic strips below and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments.

*Situation: Dani tells Tika about his terrible accident yesterday when he went to Cihampelas with Budi.*

I almost bit by the dog last holiday.

Really? Tell me about it.

Last holiday, I went around Cihampelas with Budi.

What happen after that?

First, we bought some shirts and trousers in the famous factory outlet.  
Then, we had lunch in the in food court. The meal was very delicious.  
Finally, when we walked on the street, there was a dog that wanted to bite us so we ran as fast as we could.

It was very terrible. You might get hurt if the dog bit you.

Yeah. I don't want to get such accident anymore. Haha.

1. What tense is used by Dani to express his experience in the comic strip above?
2. Why does Dani use such kind of tense to express his experience?
3. Mention three utterances in the comic strips above that use tense you mentioned in the question number 1.



## TASK 9

Study the explanation about past tense below.

**Past tense** is used to describe an event that happened and ended in the past. You will use this tense a lot when you tell your experience. See the formula below.

**Subject + V<sub>2</sub>**

**Subject + was/were + Adjective**

## TASK 10

Complete the missing words using the words in the boxes. Share your answers to your friends and let your friends and teacher give comments.

*Situation: Dinda and Tika went to their Grandparents' house in Bandung last month.*

was

ate

talked

swam

went

arrived

Last month, Tika and Dinda (1)..... to their grandparents' house by bus.



When they (2)....., their grandpa (3)..... in the front of his house.



First, they (4) .....in the swimming pool behind the house.



Then, they (5)..... some food and (6)..... about their feeling during their holiday in grandparents' house.





## TASK 11

Read the comic strips in the Task 6 and 8 again and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments.

1. Do Mr. Jono and Dani tell their experience chronologically? (give your reason)
2. Do you find any conjunction or connective in their speech?
3. Mention the conjunction or connective you have found from the comic strips in Task 6 and 8.

## TASK 12

Study the explanation about conjunction or connective below carefully.

**Conjunction or connective** is used to show sequence of events in order or chronologically. You will use it if you want to tell an experience.

See the examples below.

First, ...

Second, ...

Then, ...

Next, ...

After that, ...

Finally, ...

## TASK 13

Complete the comic strip below using the conjunctions in the boxes. Share your answers to your friends and let your friends and teacher give comments.

Hi Dinda. Could you tell me about your holiday last week?

Sure.

Last week I felt very bored after one week of holiday, (...) I went to Toba Lake with Ratih. It's only a hundred meters from my house. (...), we sat near the Lake. (...), we took a picture. (...), we played swing there. We were very tired but we felt happy

so

after that

first

then

## TASK 14

Study and pronounce the following words

**Regular verb** is a verb that forms its past tense and past participle by adding -d or -ed (or in some cases -t) to the base form. See the example below.

Past	Past Participle	Meaning
talked - /tɔ : kt/	talked - /tɔ : kt/	<i>berbicara</i>
walked - /wɔ : kt/	walked - /wɔ : kt/	<i>berjalan</i>
asked - /ɑ : skt/	asked - /ɑ : skt/	<i>bertanya</i>
played - /pleɪ d/	played - /pleɪ d/	<i>bermain</i>
lifted - /lɪ ftəd/	lifted - /lɪ ftəd/	<i>mengangkat</i>
visited - /' vɪ z.ɪ təd/	visited - /' vɪ z.ɪ təd/	<i>mengunjungi</i>

**Irregular verb** is a verb that does not follow the usual rules for verb forms and also known as a strong verb. See the example below.

Past	Past Participle	Meaning
saw - /sɔ : /	seen - /si: n/	<i>melihat</i>
became - /bɪ ' keɪ m/	became - /bɪ ' keɪ m/	<i>menjadi</i>
paid - /peɪ d/	paid - /peɪ d/	<i>membayar</i>
wrote - /rəʊ t/	written - /' rɪ t. ɪ n/	<i>menulis</i>
drew - /dru: /	drawn - /drɔ : n/	<i>menggambar</i>
told - /təʊ ld/	told - /təʊ ld/	<i>bercerita</i>

## TASK 15

Read dialogue between Adi and Susi carefully and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments.

*Situation: Adi and Susi are talking about information they heard.*

I heard that you have a new job Susi. Is it true?

Yeah, it's true. I'm working in the same office with Mr. Jono. How do you know that I get a new job?

Your sister, Santi, told me. She said that you got a new job then.

By the way, Tiara told me that you had got bad accident when you were in Tangkubanprahu Mountain. Can you tell me about that?



1. Do you find any differences between underlined and bold utterances?
2. Have you ever said such bold utterances before?
3. When do you use the bold utterances?

## TASK 16

Study the explanation about direct and indirect speech below carefully.

**Direct speech** means someone speaks to other directly. In written form we use quotation mark (“...” ) to indicate it is a direct speech.

We use **indirect speech** when we report what people said. In indirect speech, the tense usually goes ‘**one step**’ back.

See the example below.

Direct Speech	Indirect Speech
<i>Simple Past</i> “I did not understand about this”	<i>Past Perfect</i> He said that he had not understood out that.

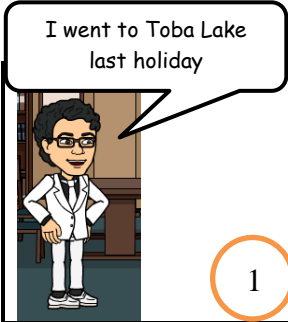
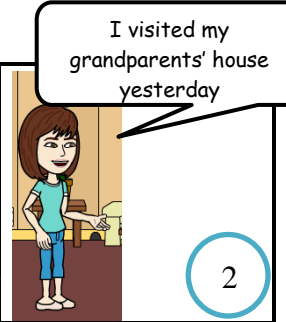
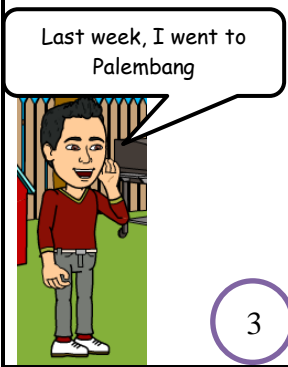

The change in adverbial of time. See the example below.

<b>Direct</b>	<b>Indirect</b>
yesterday	the day before/the previous day
last week	the week before/the previous week
two days go	two days before



## TASK 17

In pairs, match the direct speech with the correct indirect speech in the box. Share your answers to your friends and let your friends and teacher give comments. direct

 <p>I went to Toba Lake last holiday</p> <p>1</p>	 <p>I visited my grandparents' house yesterday</p> <p>2</p>	<p>a</p> <p>Susi said that she had visited her grandparents's house the day before.</p>
 <p>Last week, I went to Palembang</p> <p>3</p>	 <p>I went to Tangkubanprahu Mountain last month.</p> <p>4</p>	<p>b</p> <p>Budi told me that he had gone to Palembang the previous week.</p> <p>c</p> <p>He told me that he had gone to Tangkubanprahu Mountain the previous month.</p> <p>d</p> <p>Mr. Jono said that he had gone to Toba lake the Holiday before.</p>

## TASK 18

In groups of four, use the information you have to answer your questions number 3, 4 and 5 you have made in Task 3. Present your answers and let your teacher gives feedback about your answers.

3. What is the tense used by the speaker?  
.....
4. What is the purpose of the speaker uses connectives or conjunctions?  
.....
5. How does the speaker use direct and indirect speech?  
.....
6. ....  
.....


## Creating

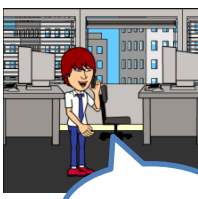
# TASK 19

Complete the dialogue using the guide line.  
Present your answers and let your friends and teacher give comments.


*Situation: Sandi tells Dodi about his experience when he went camping to Lawu Mountain with Riko yesterday.*

Hello Sandi, your mom told me that you went camping yesterday. Where was that? Can you tell me your experience?





Sure



.....


.....

.....

.....

.....

.....



## Homework

# TASK 20

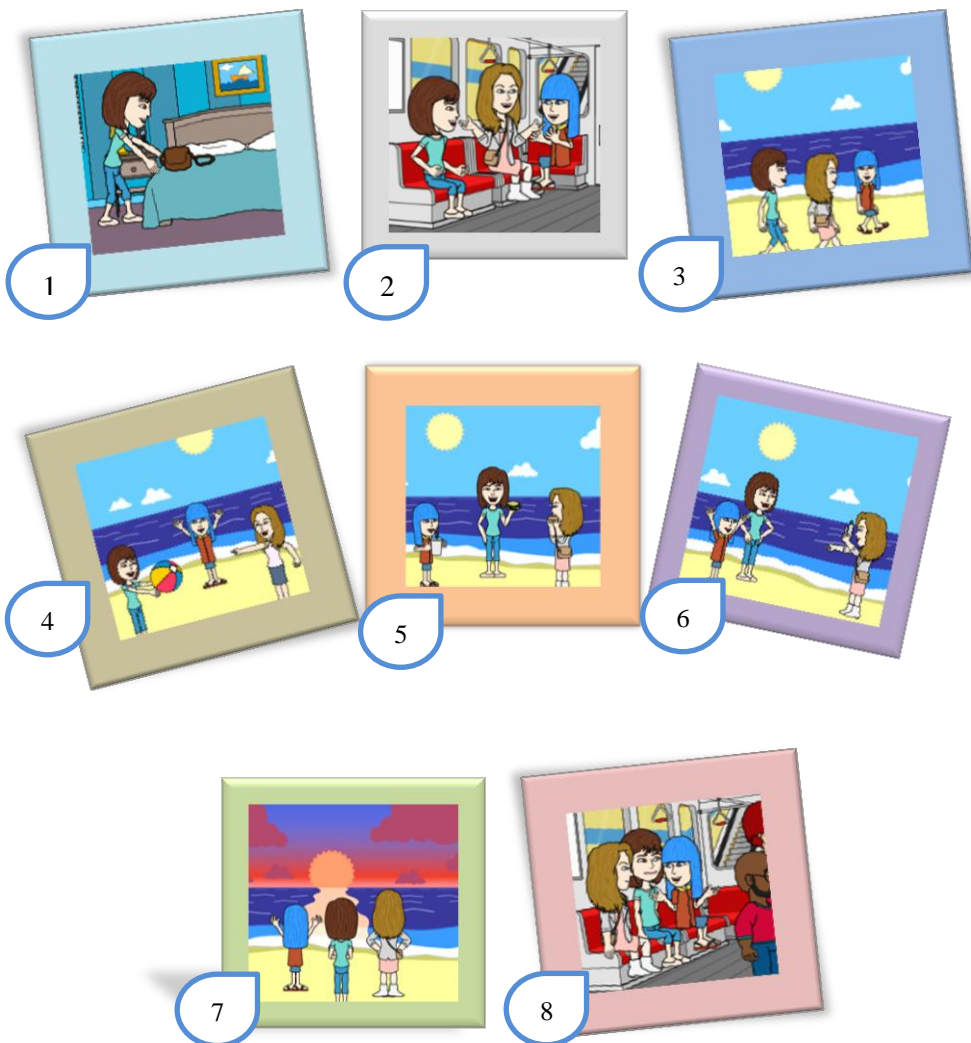
In pairs, please access [www.bistrips.com](http://www.bistrips.com) and make comic strips based on the monologue about one of your holiday when you were in junior high school (use the language features of recount text and indirect speech you have learnt). Tell it in front of the class.

## Evaluation

### TASK 21

In pairs, please make a dialogue between you and your friend by using the guideline below. Tell it in front of the class.

*Situation: Tell an experience based on the pictures below (holiday in a beach).*





## Reflection

How much you learn from this chapter? Put check (✓) in the box according to how much you have learnt and write down about your feeling.

Aspects	Excellent	Good	Poor
How to tell experiences.			
Language features of recount text.			
Direct and indirect speech.			
Vocabulary.			
What do you feel after you learnt this chapter:			

## Summary

*In this chapter you learn:*

### 1. Language features and generic structure of recount text

- ☒ Recount text consist of three parts;
  - ✓ Orientation: it provides background information.
  - ✓ List of events: it tells event chronologically.
  - ✓ Reorientation: it presents the concluding comments. It expresses the author or speaker personal opinion regarding the events described.
- ☒ Use past tense (Subject + V2 / Subject + was/were + Adjective).
- ☒ Use conjunction/connectives; *first, next, then, finally*, and so on.



### 5. Direct and indirect speech

- ☑ Direct speech means someone speaks to other directly. In written form we use quotation mark (“...” ) to indicate it is a direct speech.
- ☑ We use indirect speech when we report what people said. In indirect speech, the tense usually goes ‘**one step**’ back; present tense to past tense and so on.
- ☑ The change in adverbial of time and place; yesterday to the previous day and so on.



To bite off more than one can chew.

Maksud hati memeluk gunung, apa daya tangan tak sampai.

Hide one's light under a bushel.

Bagai padi, makin berisi makin merunduk.

It's no use crying over spilt milk.

Nasi sudah menjadi bubur

Kill two birds with one stone.

Sekali dayung dua tuga pulau terlampaui.

## Warming up

### TASK 1

Study the pictures below and answer the questions orally.

#### “The legend of Tangkubanprahu (Sangkuriang)”



[http://www.youtube.com/watch?v=aXS\\_uQoWcQ8](http://www.youtube.com/watch?v=aXS_uQoWcQ8)

1. Have you ever heard about the story before?
2. Where does the story come from?
3. Do you like the story?
4. What do you think about the characters involved in the story?
5. Do you get some morals from the story?

## Observing

### TASK 2

**Listen the conversation between Dinda and her friends carefully and mark the items that you want to know.**

*Situation: Dinda and her friends go camping to Tangkubanperahu Mountain. Dinda tells her friends about a legend of Tangkubanperahu.*



- ☐ The purpose of the speaker telling the story.
- ☐ The steps of the speaker telling the story.
- ☐ The tense used by the speaker.
- ☐ The use of expression of asking and giving opinion.

Write the things you want to know more below.

1. ....
2. ....
3. ....

## Observing

### TASK 3

**Referring to the items you want to know in Task 2, make relevant questions. Examples are provided for you.**

1. What is the purpose of the speaker tells the story?
2. What are the steps of the speaker tells the story?
3. What is the tense used by the speaker?
4. How does the speaker use the expression of asking and giving opinion?
5. ....
6. ....
7. ....



## TASK 4

Listen to Dinda carefully again and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments.

1. What is Dinda's purpose when he tells it?  
**Orientation:**
2. When did the story told by Dinda happen?
3. Where did the story told by Dinda happen?
4. Who are the characters involved in the story?  
**Complication:**
5. What are the problems faced by the characters in the story?  
(lists the problems)  
**Resolution:**
6. How did the character resolve the problem?

## TASK 5

Study the explanation about narrative text below carefully.

**The purpose** of narrative text is to amuse or entertain the audience. There are many kinds of narrative such as legend, fable, fairytale, myth, and folktale. The differences between narrative and recount text is narrative has **conflict** but recount hasn't.

Narrative text consists of **orientation**, **complications**, and **resolution**. Narrative text always tells past story, so it mainly uses past tense.

**Orientation:** it tells about the setting of the story (time, place, and characters).

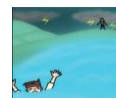
**Complications:** it tells about problem (s) to be solved by characters.

**Resolution:** it tells the solution to the complication (s) and gives an ending to the story.

## TASK 6

In pairs, complete the comic strips by using the utterances in the box. Share your answers to your friends and let your friends and teacher give comments.

- One day, his father got angry because Samosir had eaten his food. He said "O, you are stupid and lazy boy. You are a son of a fish!". Samosir was hurt. He went home and told his mother about his father's words. Samosir's mother was shocked. She said "O Toba. You break your promise, so I cannot live with you here anymore. Now you have to accept the consequence of what you did. Samosir go to the hill and find the tallest tree then climb up".
- Suddenly, the weather changed. Sunny day turned into heavy rain. The rain last for a week. The whole area became a big lake. Then it was called Lake Toba.
- Toba fell in love with the girl and they got married. The girl married Toba on one condition that he would never tell anybody about her secret. Toba agreed to the condition.
- Once upon a time in North Sumatra, in a small village, there lived a farmer named Toba.
- Several months later, they have a son, named Samosir. Unfortunately, Samosir was a lazy boy.
- One day, he got a big fish in the river. Then, Toba took the fish in the kitchen. Toba was very shocked when he knew that the fish turned into a beautiful girl.



Hello Santi. Dinda told me that you knew about story of Danau Toba. Could you tell me? I need it for my assignment.

Hello Fandi. Yeah, I know that story. Don't worry I'll tell you.

1. Orientation (...)
2. Complication 1(...)
3. Complication 2(...)
4. Complication 3(...)
5. Complication 4(...)
6. Resolution (...)

## TASK 7

In groups of four, use the information you have to answer your questions number 1 and 2 that you have made in Task 3. Present your answers and let your teacher gives feedback about your answers.

1. What is the purpose of the speaker telling the story?

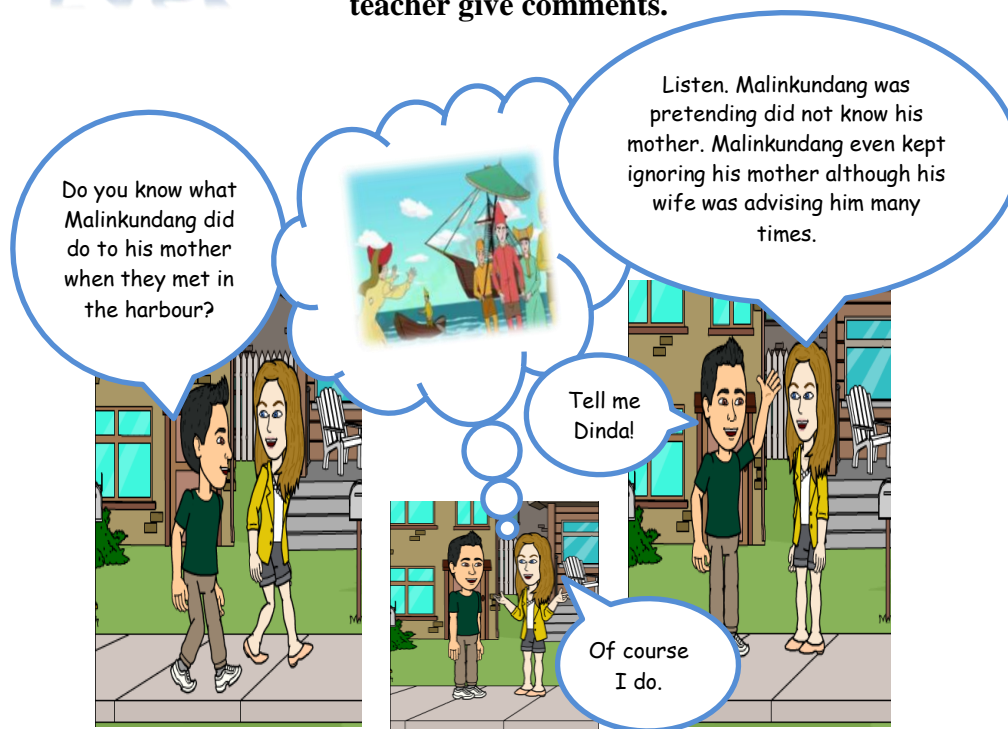
.....

2. What are the steps of the speaker telling the story?

.....

## TASK 8

Read the comic strip below and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments.



1. What tense is used by Dinda to tell Malinkundang to Budi in the comic strips above?
2. Why does Dinda use the tense to tell the story?
3. How many utterances do you find which use the tense you mentioned in the number 1?

## TASK 9

Study the explanation about past continuous tense below.

**Past Continuous Tense** is used to describe an action which someone was doing or an event which was happening at a particular time. It is made with 'was' or 'were' and the *-ing* form of a verb.

See the formula below.

**Subject + was/were + Ving**

Example:

1. She was wearing a cloth.
2. They were reading a book.
3. He was typing a letter.



## TASK 10

Complete the missing words using the words in the box. Share your answers to your friends and let your friends and teacher give comments.

1. Dayang Sumbi was (...) in the kitchen.
2. Sangkuriang (...) hunting in the wood.
3. (...) were running in the middle of the forest.
4. (...) was walking to his farm.
5. Malinkundang and his crew (...) in the ocean.

- a. cooking
- b. was
- c. they
- d. Toba
- e. were sailing

## TASK 11

Read dialogue between Adi and Dinda carefully and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments.

*Situation: Adi and Dinda are talking about their opinion about stories, Malin Kundang and Sangkuriang (Tangkubanprahu)*

What do you think about the story of Malin Kundang?  
Is it true or not?

I think that story is not true. The purpose is to give advice to children.

Well, I agree with you. **In my opinion, such stories are mainly only fiction. That is not real.**

Yeah. By the way, what are your views about the moral values of sangkuriang?

My own view of the matter of Sangkuriang's moral values is you have to be an honest person. Because when you are lying, you will continue to lie to cover up your lies.

That's right. I do agree with you Dinda.

1. Do you find any differences between underlined and bold utterances?
2. Have you ever said such underlined or bold utterances before?
3. When do you use the underlined utterances?
4. When do you use the bold utterances?

## TASK 12

Study the explanation about expressions of asking and giving opinion below carefully.

- ☒ Expressions of asking opinion are used to ask someone's opinion/ belief about something.
- ☒ Expressions of giving opinion are used to give personal's opinion about something.

Expressions of asking opinion	Expressions of giving opinion
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> What do you think of...?</li> <li><input checked="" type="checkbox"/> What are you views..?</li> <li><input checked="" type="checkbox"/> What are you feelings about..?</li> <li><input checked="" type="checkbox"/> What do you feel about..?</li> <li><input checked="" type="checkbox"/> I'd be grateful to have your opinion/view on...</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> I think...</li> <li><input checked="" type="checkbox"/> In my opinion...</li> <li><input checked="" type="checkbox"/> My own view of the matter of the problem is...</li> </ul>

## TASK 13

In pairs, match the opinion with the correct story in the box. Share your answers to your friends and let your friends and teacher give comments.

**Story**

Malinkundang

Sangkuriang

Danau Toba

**Opinion**

I think this story gives us some advice to be an honest person.

In my opinion, this story shows us the importance of a promise.

In my opinion, this story has a moral value about respect to our parents is a must.





## TASK 14 Study and pronounce the following words.

There are three groups of pronunciation of regular past tense verbs;

1. Pronounce / t / after all voiceless consonant sounds: / f, k, p, ʃ, tʃ, s, x, /, except / t /.
2. Pronounce / d / after all voiced consonant sounds: / b, g, j, l, m, n, r, v, z / and after vowels / a, e, i, o, u /, except / d /.
3. Pronounce / id / after / t / and / d /.

See the example below.

Group 1 /t/	Group 2 /d/	Group 3 /əd/
worked - /wɜː kt/	cleaned - /kliː nd/	shouted - /ʃ au təd /
fixed - /fɪ kst/	studied - /' stʌ d.id/	waited - /weɪ təd /
danced - /dɑː ntst/	cried - /kraɪ d/	planted - /plɑː ntəd /
washed - /wɒʃ t/	smiled - /smaɪ ld/	collected - /kə' lek.təd /
brushed - /brʌʃ t/	listened - /' lɪ sʰnd/	painted - /peɪ ntəd /

## TASK 15 In groups of four, use the information you have to answer your questions number 3 and 4 that you have made in Task 3. Present your answers and let your teacher gives feedback about your answers.

3. What tense did the speaker use?  
.....
4. How does the speaker use the expression of asking and giving opinion?  
.....  
.....
5. ....

## Creating

### TASK 16

Make Malinkundang story by using the guideline below. Use the language features of narrative text you have learnt. Tell it in front of the class and let your friends and teacher give comments.

#### “Malinkundang”



<http://www.youtube.com/watch?v=blo4wiFBqMk>

## Homework

### TASK 17

In pairs, choose one of the titles below and find it from internet (and the pictures). Then, make the summary and give your opinion about the story.

Nyi Roro Kidul

Roro Jonggrang

Bali Strait

Banyuwangi

## Evaluation

**TASK**

**18**

Make the story of “the Legend of Rawa Pening” by using the guidelines below. Give also your opinions about the story. Present it in front of your class and let your friends and teacher give comments.

### Rawa Pening ( Baru Klinting)



1



2



3



4



5



6



7



8

<http://www.youtube.com/watch?v=ANWwd1WJWwI>

## Refelction

How much you learn from this chapter? Put check (✓) in the box according to how much you have learnt and write down about your feeling.

Aspects	Excellent	Good	Poor
How to tell stories in the form of narrative text.			
How to ask opinion.			
How to give opinion.			
Vocabulary.			
What do you feel after you learnt this chapter:			

## Summary

*In this chapter you learn:*

- Generic structure is the part of text. Narrative text consists of orientation, complications, and resolution. Narrative text always tells past story, so it mainly uses past tense.
  - ☑ Orientation: it tells about the setting of the story (time, place, and characters).
  - ☑ Complications: it tells about problem (s) to be solved by characters.
  - ☑ Resolution: it tells the solution to the complication (s) and gives an ending to the story.

- Past Continuous Tense is used to describe an action which someone was doing or an event which was happening at a particular time. It is made with 'was' or 'were' and the *-ing* form of a verb.



### 3. Expressions of asking and giving opinion

- ☑ Expressions of asking opinion are used to ask someone's opinion/belief about something.
- ☑ Expressions of giving opinion are used to give personal's opinion about something.

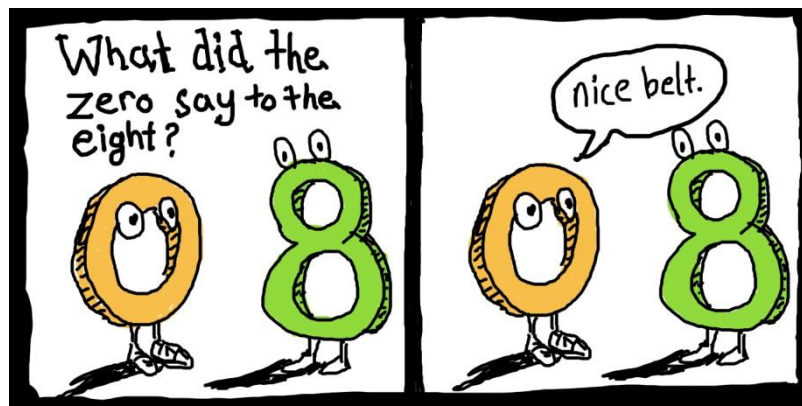


**A:** Aren't you wearing your wedding ring on the wrong finger?

**B:** Yes I am, I married the wrong woman.

**Teacher:** Today, we're going to talk about the tenses. Now, if I say "I am beautiful," which tense is it?

**Student:** Obviously it is the past tense.



# **APPENDIX G**

(The Expert Judgment Questionnaire)



**Jurusan Pendidikan Bahasa Inggris**  
**Fakultas Bahasa dan Seni**  
**Universitas Negeri Yogyakarta**

Alamat : Karangmalang, Caturtunggal, Depok, Sleman, Yogyakarta 55281

---

Yogyakarta, 1 September 2014

Hal : Permohonan Menjadi Validator Isi dan Bahasa

Lampiran : 1 bendel

Kepada

Yth Bapak/Ibu

Di Tempat

Dengan hormat,

Dalam rangka penelitian untuk mengembangkan materi pembelajaran Bahasa Inggris untuk SMA kelas X di SMA N 1 Sleman dengan judul ***“Developing English Comic Strips Speaking Materials for Tenth Grade of SMA N 1 Sleman Based on Curriculum 2013”***, saya meminta kesediaan Bapak / Ibu berkenan menjadi validator isi dan bahasa untuk memberikan penilaian berupa saran dan kritik terhadap materi pembelajaran tersebut.

Penilaian yang diberikan akan sangat berguna untuk melakukan revisi dalam mencapai kelayakan materi pembelajaran tersebut.

Demikian atas perhatian dan kesediaan Bapak/Ibu, saya ucapkan terima kasih.

Yogyakarta, 1 September 2014

Peneliti

Sita Arista Wulan Sari

NIM 10202241029

# ANGKET EVALUASI MATERI PEMBELAJARAN

## BAHASA INGGRIS SMA KELAS X

### Pengantar

Angket ini bertujuan untuk mengevaluasi isi dan bahasa dalam materi pembelajaran Bahasa Inggris untuk siswa SMA kelas X di SMA N 1 Sleman yang berbentuk *comic strips*

### Data Responden

Nama :

Umur :

Jenis Kelamin : L / P

Pendidikan : (Nama Universitas)

☐ S1 :

☐ S2 :

☐ S3 :

Lama Mengajar : tahun

### Petunjuk Pengisian

Berilah tanda centang (✓) pada salah satu kolom jawaban yang sesuai dengan pendapat Anda.

Keterangan :

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju



Chapter 1:

No	A. Kelayakan Isi				
	Pernyataan	STS	TS	S	SS
1.	Materi sesuai dengan KI dan KD bahasa Inggris SMA kelas X Semester 2 Kurikulum 2013 : KI 1,2,3,4 dan KD 1.1, 2.3, 3.7, 4.8, 4.9, 4.10				
2.	Materi mencakup teks-teks dan percakapan yang relevan dengan kehidupan siswa sehari-hari untuk mengembangkan keterampilan berbicara.				
3.	Materi mencakup bimbingan pemahaman tentang fungsi sosial sebuah teks atau ekspresi.				
4.	Materi mencakup bimbingan pemahaman tentang struktur teks sebuah teks atau ekspresi.				
5.	Materi mencakup bimbingan pemahaman tentang unsur kebahasaan sebuah teks atau ekspresi.				
6.	Materi mencakup bimbingan yang membantu siswa menghasilkan teks lisan untuk mencapai fungsi sosial teks tersebut dengan memperhatikan struktur teks dan unsur kebahasaan.				
7.	Materi ini mengarahkan siswa berlatih berkomunikasi dalam bahasa Inggris dengan konteks kehidupan sehari-hari seperti mendeskripsikan orang.				
8.	Materi ini mencakup teks atau ekspresi yang memiliki istilah yang lazim digunakan dalam konteks profesional.				
9.	Materi ini dapat mengarahkan siswa untuk berkomunikasi menggunakan bahasa Inggris yang akurat dan berterima.				
Lain-lain .....					

.....
.....

No	Kelayakan Bahasa				
	Pernyataan	STS	TS	S	SS
10.	Materi ini menggunakan bahasa Inggris yang sesuai dengan tata bahasa Inggris yang benar ( <i>grammatical</i> ).				
11.	Materi ini menggunakan ejaan ( <i>spelling</i> ) yang benar dan tepat.				
12.	Materi ini menggunakan pilihan kata yang benar dan tepat.				
13.	Penjelasan yang ada dalam materi ini sesuai dengan tingkat perkembangan kognitif siswa.				
14.	Instruksi yang ada dalam materi ini sesuai dengan tingkat perkembangan kognitif siswa.				
15.	Penjelasan yang ada dalam materi ini sesuai dengan tingkat kemampuan bahasa siswa.				
16.	Materi ini mencerminkan keruntutan makna pada satu bagian/bab/subbab/kalimat/paragraf.				
17.	Materi ini mencerminkan keterkaitan pada satu bagian/bab/subbab/kalimat/paragraf.				
Lain-lain					
.....					
.....					
.....					

No	Kelayakan Penyajian				
	Pernyataan	STS	TS	S	SS
18.	Materi disajikan secara runtut dan berkesinambungan dimulai dari <i>Warm up</i> ,				

	<i>Lesson Proper, Evaluation, dan Reflection.</i>				
19.	Materi disajikan dalam bentuk teks, kegiatan pembelajaran, dan gambar yang seimbang.				
20.	Materi mendorong inisiatif dan kreativitas siswa untuk berkomunikasi secara lisan.				
21.	Materi mendorong siswa untuk melakukan refleksi dan evaluasi dalam kegiatan pembelajaran dan berkomunikasi dalam bahasa Inggris.				
22.	Materi yang disajikan mencakup kegiatan pembelajaran ( <i>Task</i> ) yang mendukung siswa untuk berkomunikasi secara lisan.				
23.	Kegiatan pembelajaran ( <i>Task</i> ) diawali dengan <i>guided activities</i> dan diakhiri dengan <i>free guided activities</i> .				
24.	Kegiatan pembelajaran ( <i>Task</i> ) disusun sesuai dengan urutan yang ada pada aturan <i>scientific method</i> yakni mulai dari mengamati hingga mencipta.				
25.	Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan.				
26.	Materi dilengkapi dengan penjelasan dan daftar kosakata yang cukup dan sesuai.				
Lain-lain ..... ..... .....					

No	Kelayakan Kegrafikaan				
	Pernyataan	STS	TS	S	SS
27.	Tampilan materi menarik.				
28.	Penggunaan jenis huruf dan warna dapat dibaca				

	dengan mudah.				
29.	Penggunaan variasi huruf tidak berlebihan.				
30.	Tidak menggunakan terlalu banyak jenis huruf.				
31.	Spasi antar baris susunan teks normal.				
32.	Gambar/ilustrasi yang digunakan relevan dengan topic dan isi materi.				
33.	Penggunaan gambar/ilustrasi bersifat estetik dan fungsional.				
34.	Penggunaan gambar/ilustrasi proporsional dan menggambarkan isi/materi buku.				
35.	Penempatan judul bab dan yang setara seragam/konsisten.				
Lain-lain					
.....					
.....					
.....					

No	Kelayakan Isi dan bahasa Komik				
	Pernyataan	STS	TS	S	SS
36	Isi cerita yang ada di dalam komik strip mencapai tujuan komunikasi				
37	Isi cerita yang ada di komik strip diceritakan dengan jelas				
38	Alur cerita tergambar jelas				
39	Pilihan kata yang digunakan tepat.				
40	Dialog berhubungan dengan tema				
Lain-lain					
.....					
.....					
.....					

Tanggapan terhadap materi:

1. Secara umum, bagaimanakah pendapat Bapak mengenai materi yang telah saya susun?

---

---

---

2. Menurut Bapak, apa kekurangan dari materi yang telah saya susun?

---

---

---

3. Apa saran Bapak untuk memperbaiki kekurangan-kekurangan tersebut?

---

---

---

## REKOMENDASI

Mengacu pada hasil penilaian di atas, materi UNIT 1 dengan judul “WHAT DOES HE LOOK LIKE?” dinyatakan (*Layak Tanpa Revisi/ Layak Dengan Revisi/ Tidak Layak*)\* untuk diimplementasikan sebagai materi pembelajaran berbicara Bahasa Inggris SMA kelas X semester 2.

Adapun revisi yang diberikan ialah sebagai berikut:

No.	Task	Revisi

\*coret salah satu

Yogyakarta, 1 September 2014

( )  
NIP

**Chapter 2:**

No	Kelayakan Isi				
	Pernyataan	STS	TS	S	SS
1.	Materi sesuai dengan KI dan KD bahasa Inggris SMA kelas X Semester 2 Kurikulum 2013 : KI 1,2,3,4 dan KD 1.1, 2.3, 3.9, 4.13, 4.14				
2.	Materi mencakup teks-teks yang relevan dengan kehidupan siswa sehari-hari dan bidang pelayaran untuk mengembangkan keterampilan berbicara.				
3.	Materi mencakup bimbingan pemahaman tentang fungsi sosial sebuah teks.				
4.	Materi mencakup bimbingan pemahaman tentang struktur teks sebuah teks.				
5.	Materi mencakup bimbingan pemahaman tentang unsur kebahasaan sebuah teks atau ekspresi.				
6.	Materi mencakup bimbingan yang membantu siswa menghasilkan teks lisan untuk mencapai fungsi sosial teks tersebut dengan memperhatikan struktur teks dan unsur kebahasaan.				
7.	Materi ini mengarahkan siswa berlatih berkomunikasi dalam bahasa Inggris dengan konteks kehidupan sehari-hari seperti menceritakan pengalaman pribadi.				
8.	Materi ini mencakup teks atau ekspresi yang memiliki istilah yang lazim digunakan dalam konteks profesional.				
9.	Materi ini dapat mengarahkan siswa untuk berkomunikasi menggunakan bahasa Inggris yang akurat dan berterima.				
Lain-lain					

.....
.....

No	Kelayakan Bahasa				
	Pernyataan	STS	TS	S	SS
10.	Materi ini menggunakan bahasa Inggris yang sesuai dengan tata bahasa Inggris yang benar ( <i>grammatical</i> ).				
11.	Materi ini menggunakan ejaan ( <i>spelling</i> ) yang benar dan tepat.				
12.	Materi ini menggunakan pilihan kata yang benar dan tepat.				
13.	Penjelasan yang ada dalam materi ini sesuai dengan tingkat perkembangan kognitif siswa.				
14.	Instruksi yang ada dalam materi ini sesuai dengan tingkat perkembangan kognitif siswa.				
15.	Penjelasan yang ada dalam materi ini sesuai dengan tingkat kemampuan bahasa siswa.				
16.	Materi ini mencerminkan keruntutan makna pada satu bagian/bab/subbab/kalimat/paragraf.				
17.	Materi ini mencerminkan keterkaitan pada satu bagian/bab/subbab/kalimat/paragraf.				
Lain-lain					
.....					
.....					

No	Kelayakan Penyajian				
	Pernyataan	STS	TS	S	SS
18.	Materi disajikan secara runtut dan berkesinambungan dimulai dari <i>Warm up</i> , <i>Lesson Proper</i> , <i>Evaluation</i> , dan <i>Reflection</i> .				
19.	Materi disajikan dalam bentuk teks, kegiatan				



	pembelajaran, dan gambar yang seimbang.				
20.	Materi mendorong inisiatif dan kreativitas siswa untuk berkomunikasi secara lisan.				
21.	Materi mendorong siswa untuk melakukan refleksi dan evaluasi dalam kegiatan pembelajaran dan berkomunikasi dalam bahasa Inggris.				
22.	Materi yang disajikan mencakup kegiatan pembelajaran ( <i>Task</i> ) yang mendukung siswa untuk berkomunikasi secara lisan.				
23.	Kegiatan pembelajaran ( <i>Task</i> ) disusun secara sistematis, berurutan dari yang paling mudah hingga yang paling sulit.				
24.	Kegiatan pembelajaran ( <i>Task</i> ) diawali dengan <i>guided activities</i> dan diakhiri dengan <i>free guided activities</i> .				
25.	Kegiatan pembelajaran ( <i>Task</i> ) disusun sesuai dengan urutan yang ada pada aturan <i>scientific method</i> yakni mulai dari mengamati hingga mencipta.				
26.	Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan.				
27.	Materi dilengkapi dengan penjelasan dan daftar kosakata yang cukup dan sesuai.				
Lain-lain ..... .....					

No	Kelayakan Kegrafikaan				
	Pernyataan	STS	TS	S	SS
28.	Tampilan materi menarik.				
29.	Penggunaan jenis huruf dan warna dapat dibaca				

	dengan mudah.				
30.	Penggunaan variasi huruf tidak berlebihan.				
31.	Tidak menggunakan terlalu banyak jenis huruf.				
32.	Spasi antar baris susunan teks normal.				
33.	Gambar/ilustrasi yang digunakan relevan dengan topik dan isi materi.				
34.	Penggunaan gambar/ilustrasi bersifat estetik dan fungsional.				
35.	Penggunaan gambar/ilustrasi proporsional dan menggambarkan isi/materi buku.				
36.	Penempatan judul bab dan yang setara seragam/konsisten.				
Lain-lain ..... .....					

No	Kelayakan Isi dan bahasa Komik				
	Pernyataan	STS	TS	S	SS
36	Isi cerita yang ada di dalam komik srtip mencapai tujuan komunikasi				
37	Isi cerita yang ada di komik strip diceritakan dengan jelas				
38	Alur cerita tergambar jelas				
39	Pilihan kata yang digunakan tepat.				
40	Dialog berhubungan dengan tema				
Lain-lain ..... ..... .....					

Tanggapan terhadap materi:

1. Secara umum, bagaimanakah pendapat Bapak mengenai materi yang telah saya susun?

---

---

---

2. Menurut Bapak, apa kekurangan dari materi yang telah saya susun?

---

---

---

3. Apa saran Bapak untuk memperbaiki kekurangan-kekurangan tersebut?

---

---

---

## REKOMENDASI

Mengacu pada hasil penilaian di atas, materi UNIT 2 dengan judul “IT WAS REALLY EXCITING!” dinyatakan (*Layak Tanpa Revisi/ Layak Dengan Revisi/ Tidak Layak*)\* untuk diimplementasikan sebagai materi pembelajaran BERBICARA Bahasa Inggris SMA kelas 2 semester 2.

Adapun revisi yang diberikan ialah sebagai berikut:

No.	Task	Revisi

\*coret salah satu

Yogyakarta, 1 September 2014

( )  
NIP

No	Kelayakan Isi				
	Pernyataan	STS	TS	S	SS
1.	Materi sesuai dengan KI dan KD bahasa Inggris SMA kelas X Semester 2 Kurikulum 2013 : KI 1,2,3,4 dan KD 1.1, 2.3, 3.9, 4.15.				
2.	Materi mencakup teks-teks yang relevan dengan kehidupan siswa sehari-hari dan bidang pelayaran untuk mengembangkan keterampilan, berbicara.				
3.	Materi mencakup bimbingan pemahaman tentang fungsi sosial sebuah teks.				
4.	Materi mencakup bimbingan pemahaman tentang struktur teks sebuah teks.				
5.	Materi mencakup bimbingan pemahaman tentang unsur kebahasaan sebuah teks atau ekspresi.				
6.	Materi mencakup bimbingan yang membantu siswa menangkap makna teks lisan untuk mencapai fungsi sosial teks tersebut dengan memperhatikan struktur teks dan unsur kebahasaan.				
7.	Materi ini mengarahkan siswa berlatih berkomunikasi dalam bahasa Inggris dengan konteks kehidupan sehari-hari seperti menceritakan legenda Indonesia.				
8.	Materi ini mencakup teks yang memiliki istilah yang lazim digunakan dalam konteks profesional.				
9.	Materi ini dapat mengarahkan siswa untuk berkomunikasi menggunakan bahasa Inggris yang akurat dan berterima.				
Lain-lain .....					

.....
-------

No	Kelayakan Bahasa				
	Pernyataan	STS	TS	S	SS
10.	Materi ini menggunakan bahasa Inggris yang sesuai dengan tata bahasa Inggris yang benar ( <i>grammatical</i> ).				
11.	Materi ini menggunakan ejaan ( <i>spelling</i> ) yang benar dan tepat.				
12.	Materi ini menggunakan pilihan kata yang benar dan tepat.				
13.	Penjelasan yang ada dalam materi ini sesuai dengan tingkat perkembangan kognitif siswa.				
14.	Instruksi yang ada dalam materi ini sesuai dengan tingkat perkembangan kognitif siswa.				
15.	Penjelasan yang ada dalam materi ini sesuai dengan tingkat kemampuan bahasa siswa.				
16.	Materi ini mencerminkan keruntutan makna pada satu bagian/bab/subbab/kalimat/paragraf.				
17.	Materi ini mencerminkan keterkaitan pada satu bagian/bab/subbab/kalimat/paragraf.				
Lain-lain					
.....					
.....					

No	Kelayakan Penyajian				
	Pernyataan	STS	TS	S	SS
18.	Materi disajikan secara runtut dan berkesinambungan dimulai dari <i>Warm up</i> , <i>Lesson Proper</i> , <i>Evaluation</i> , dan <i>Reflection</i> .				
19.	Materi disajikan dalam bentuk teks, kegiatan pembelajaran, dan gambar yang seimbang.				

20.	Materi mendorong inisiatif dan kreativitas siswa untuk berkomunikasi secara lisan.				
21.	Materi mendorong siswa untuk melakukan refleksi dan evaluasi dalam kegiatan pembelajaran dan berkomunikasi dalam bahasa Inggris.				
22.	Materi yang disajikan mencakup kegiatan pembelajaran ( <i>Task</i> ) yang mendukung siswa untuk berkomunikasi secara lisan.				
23.	Kegiatan pembelajaran ( <i>Task</i> ) disusun secara sistematis, berurutan dari yang paling mudah hingga yang paling sulit.				
24.	Kegiatan pembelajaran ( <i>Task</i> ) diawali dengan <i>guided activities</i> dan diakhiri dengan <i>free guided activities</i> .				
25.	Kegiatan pembelajaran ( <i>Task</i> ) disusun sesuai dengan urutan yang ada pada aturan <i>scientific method</i> yakni mulai dari mengamati hingga mencipta.				
26.	Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan.				
27.	Materi dilengkapi dengan penjelasan dan daftar kosakata yang cukup dan sesuai.				
Lain-lain ..... .....					

No	Kelayakan Kegrafikaan				
	Pernyataan	STS	TS	S	SS
28.	Tampilan materi menarik.				
29.	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.				

30.	Penggunaan variasi huruf tidak berlebihan.				
31.	Tidak menggunakan terlalu banyak jenis huruf.				
32.	Spasi antar baris susunan teks normal.				
33.	Gambar/ilustrasi yang digunakan relevan dengan topic dan isi materi.				
34.	Penggunaan gambar/ilustrasi bersifat estetik dan fungsional.				
35.	Penggunaan gambar/ilustrasi proporsional dan menggambarkan isi/materi buku.				
36.	Penempatan judul bab dan yang setara seragam/konsisten.				
Lain-lain					
.....					
.....					

No	Kelayakan Isi dan bahasa Komik				
	Pernyataan	STS	TS	S	SS
36	Isi cerita yang ada di dalam komik strip mencapai tujuan komunikasi				
37	Isi cerita yang ada di komik strip diceritakan dengan jelas				
38	Alur cerita tergambar jelas				
39	Pilihan kata yang digunakan tepat.				
40	Dialog berhubungan dengan tema				
Lain-lain					
.....					
.....					
.....					



Tanggapan umum terhadap materi:

1. Secara umum, bagaimanakah pendapat Bapak mengenai materi yang telah saya susun?

---

---

---

2. Menurut Bapak, apakah kekurangan dari materi yang telah saya susun?

---

---

---

3. Apakah saran dari Bapak untuk memperbaiki kekurangan-kekurangan tersebut?

---

---

---

## REKOMENDASI

Mengacu pada hasil penilaian di atas, materi UNIT 3 dengan judul “WHAT A NICE STORY!” dinyatakan (*Layak Tanpa Revisi/ Layak Dengan Revisi/ Tidak Layak*)\* untuk diimplementasikan sebagai materi pembelajaran berbicara Bahasa Inggris SMA kelas 2 semester 2.

Adapun revisi yang diberikan ialah sebagai berikut:

No.	Task	Revisi

\*coret salah satu

Yogyakarta 1 September 2014

( )  
NIP



**Jurusan Pendidikan Bahasa Inggris**  
**Fakultas Bahasa dan Seni**  
**Universitas Negeri Yogyakarta**

Alamat : Karangmalang, Caturtunggal, Depok, Sleman, Yogyakarta 55281

---

Yogyakarta, Juli 2014

Nomor :

Hal : Permohonan Menjadi Validator Ilustrasi Komik

Kepada

Yth Bapak / Ibu

Di Tempat

Dengan hormat,

Dalam rangka penelitian tentang pengembangan materi pembelajaran Bahasa Inggris untuk SMA kelas X di SMA N 1 Sleman dengan judul *“Developing Comic Strips English Speaking Materials for Tenth Grade of SMA N 1 Sleman”*, maka pada kesempatan ini meminta kesediaan Bapak / Ibu berkenan menjadi validator ilustrasi komik untuk memberikan penilaian berupa saran dan kritik terhadap materi pembelajaran tersebut.

Penilaian yang diberikan akan sangat berguna untuk melakukan revisi dalam mencapai kelayakan materi pembelajaran tersebut.

Demikian atas perhatian dan kesediaan Bapak/Ibu, saya ucapkan terima kasih.

Yogyakarta, Juli 2014

Peneliti

Sita Arista Wulan Sari

NIM 10202241029

## **ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS SMA KELAS X**

Angket ini bertujuan untuk mengevaluasi ilustrasi komik dalam materi pembelajaran Bahasa Inggris untuk siswa SMA kelas X di SMA N 1 Sleman yang berbentuk *comic strips*

Data Responden

Nama :

Umur :

Jenis Kelamin : L / P

Pendidikan : (Nama Universitas)

☐ S1 :

☐ S2 :

☐ S3 :

Lama Mengajar : tahun

### **Evaluasi Mater**

### **Petunjuk Pengisian**

Berilah tanda centang (✓) pada salah satu kolom jawaban yang sesuai dengan pendapat Anda.

Keterangan :

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No	Pernyataan	SS	S	TS	STS
<b>Panel</b>					
1	Jumlah panel pada setiap komik bervariasi.				
2	Ukuran panel sesuai (tidak berlebihan).				
3	Bentuk panel tidak mengganggu keterbacaan <i>dialogue balloon</i> . (simple)				
<b>Tokoh / Penokohan</b>					
4	Karakter yang digunakan pada komik strip bervariasi.				
5	Karakter yang digunakan merepresentasikan tokoh pada kehidupan sehari-hari.				
6	Karakter yang digunakan mudah dikenali.				
<b>Alur</b>					
7	Situasi/alur yang disajikan jelas.				
<b>Landscape</b>					
8	<i>Landscape</i> yang digunakan merepresentasikan kehidupan sehari-hari.				
9	Variasi <i>landscape</i> tidak berlebihan.				
10	Menggunakan warna yang bervariasi.				
<b>Dialogue balloon, thought bubble dan font</b>					
11	Menggunakan bermacam-macam bentuk <i>dialogue balloon</i> .				
12	Variasi warna <i>dialogue balloon</i> tidak berlebihan.				
13	Terdapat <i>thought bubble</i> untuk membantu mempermudah memahami cerita.				
14	Jumlah kata pada <i>dialogue balloon</i> < 50 kata.				
15	Menggunakan karakter huruf <i>Comic Sans MS</i> dan <i>Times New Roman</i>				

Tanggapan terhadap materi:

1. Secara umum, bagaimanakah pendapat Bapak mengenai ilustrasi komik yang telah saya susun?

---

---

---

2. Menurut Bapak, apa kekurangan dari ilustrasi komik yang telah saya susun?

---

---

---

3. Apa saran Bapak untuk memperbaiki kekurangan-kekurangan tersebut?

---

---

---

# **APPENDIX H**

(The Result of Expert Judgment)

# **APPENDIX I**

(The Final Draft of Developed Materials)



## Warming up

### TASK

1

Look at your friend beside you and answer the questions. Keep your answers until your teacher asks you about them.

1. Does he/ she have straight hair?
2. Does he/ she have curly hair?
3. Does he/ she have slanted eyes?
4. Does he/ she have round eyes?
5. Is he/she a kind person?

## Observing

### TASK

2

Listen to the recording between Susi, Dinda, and Santi carefully and mark the items that you want to know.

*Situation: Dinda and Susi describe their English teacher for Santi because Santi is a new student in Dinda and Susi's school.*



- ☐ The way the speaker describes a person.
- ☐ The tense used by the speaker.
- ☐ The use of expressions of complimenting and responding to compliments.

Write the things you want to know more below.

1. ....
2. ....
3. ....



## TASK 3

Referring to the items you want to know in Task 2, make relevant questions. Examples are provided for you.

1. How does the speaker describe a person?
2. What is the tense used by the speaker?
3. How does the speaker use the expressions of complimenting and responding to compliments?
4. ....
5. ....
6. ....



## TASK 4

Listen to the recording between Susi, Dinda, and Santi again and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments.

1. What does their teacher's hair look like?
2. What does their teacher's nose look like?
3. What do their teacher's eyes look like?
4. What is the color of their teacher's skin?
5. Is their teacher tall?
6. Which statement shows your answer (number 5)?
7. Is their teacher young?
8. Which statement shows your answer (number 7)?
9. Is their teacher a humorous person?
10. Which statement shows your answer (number 9)?



## TASK 5

Study the explanation about how to describe a person.

**Describing person** means to say or write what someone is like.

There are many ways to describe people such as:

- S + has + adjective noun phrase** (she has curly hair)
- S + to be + a/an + adjective noun phrase** (he is a smart boy)
- Possessive noun phrase + to be + adjective** (her nose is pointed) and so on.

## TASK 6

Complete the missing words by using the words in the boxes. Share your answer to your friends and let your friends and teacher give comments.

*Situation: Sandi is looking for Mr. Jono in the office but Sandi doesn't know where Mr. Jono is. So Sandi asks to Dinda.*

tall man   has   light skin   young   is

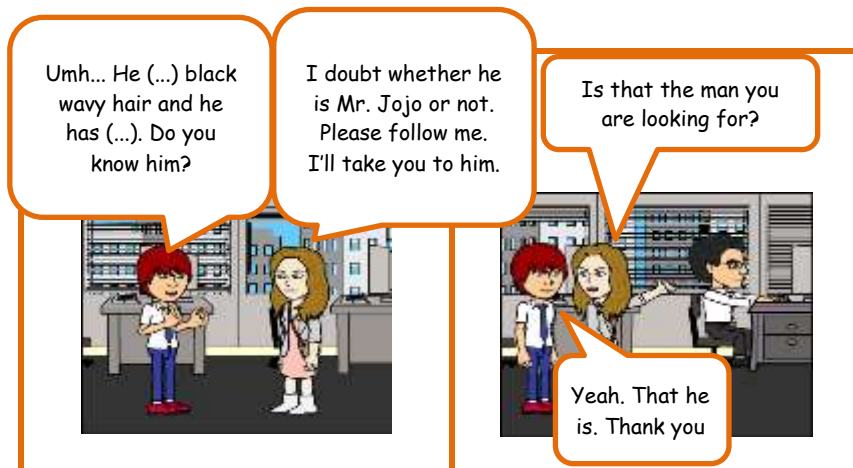
Excuse me, Dinda. I'm looking for Mr. Jono. Do you know where he is?

I'm sorry. I never hear that name before. Can you tell me more about him?

Sure. He's a (...). He's (...) and he (...) a humorous man.

Frankly, I don't know who he is. Can you give more specific descriptions about him?

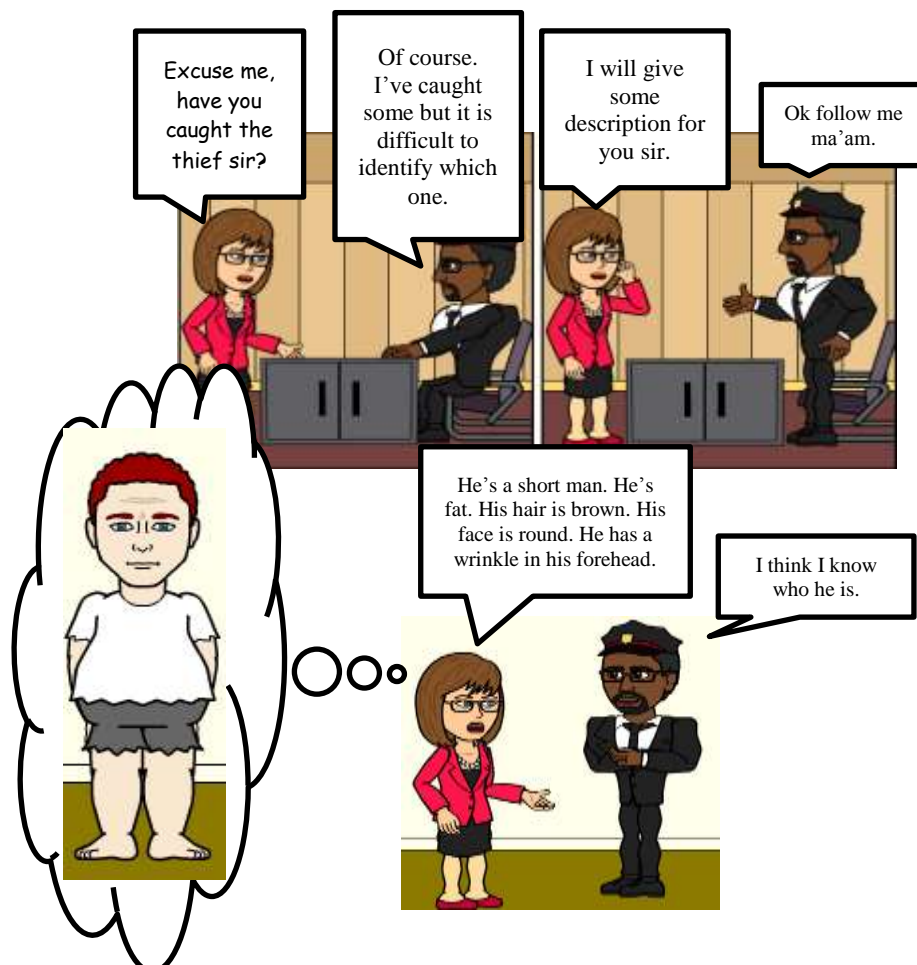




## TASK 7

Read the comic strip below and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments.

*Situation: Mrs. Vika is checking the thief who stole her car yesterday in the police station but the officer has difficulties to identify the thief. So Mrs. Vika helps the officer by giving some description about the thief's physical appearance.*



1. What tense is used by Mrs. Vika to describe the thief's physical appearance?
2. Why does Mrs. Vika use the tense to describe the thief's physical appearance?

## TASK 8

Study the explanation about Simple Present Tense.

**Simple Present Tense** is the tense which you use to refer to events, actions and conditions which are **happening all the time**, or **exist now**. You may use this sentence when you want to describe people.

Formula:

**S + is/are + Adjective**

**S + V<sub>1</sub>(es) + O**

**S + has/have + O**

Examples:

1. She is an energetic girl.
2. He is tall.

## TASK 9

Fill in the blank by using the words in the boxes. Share your answer to your friends and let your friends and teacher give comments.

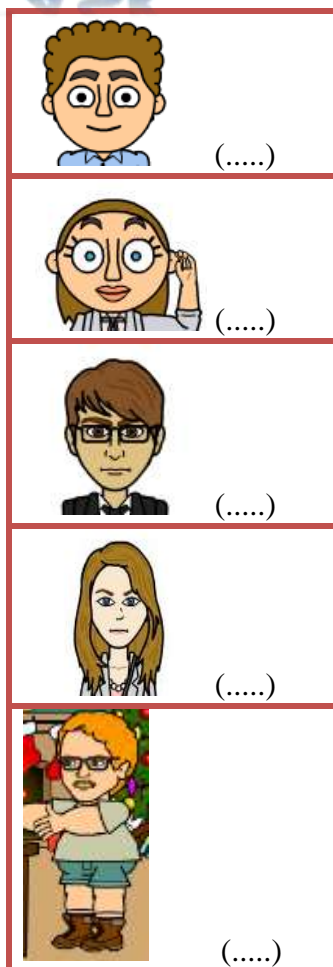
1. He is a clever (.....).
2. She has a (.....) nose.
3. She (.....) curly hair
4. (.....) is green.
5. He (.....) glasses.
6. Adi has (.....).
7. Budi is (.....).
8. (.....) is young girl.
9. Dinda has white (.....).
10. Her eyes (.....) slanted.

- a. are
- b. pointed
- c. skin
- d. has
- e. wears
- f. short hair
- g. student
- h. his shirt
- i. a tall boy
- j. Susi



## TASK 10

Match the picture with the correct utterance.



- a. "Her eyes are round."
- b. "Mr. Dodo is a fat man and he wears a grey t-shirt."
- c. "He has curly hair."
- d. "He wears glasses."
- e. "Dinda has long straight hair."

## TASK 11

Study and pronounce the following words.

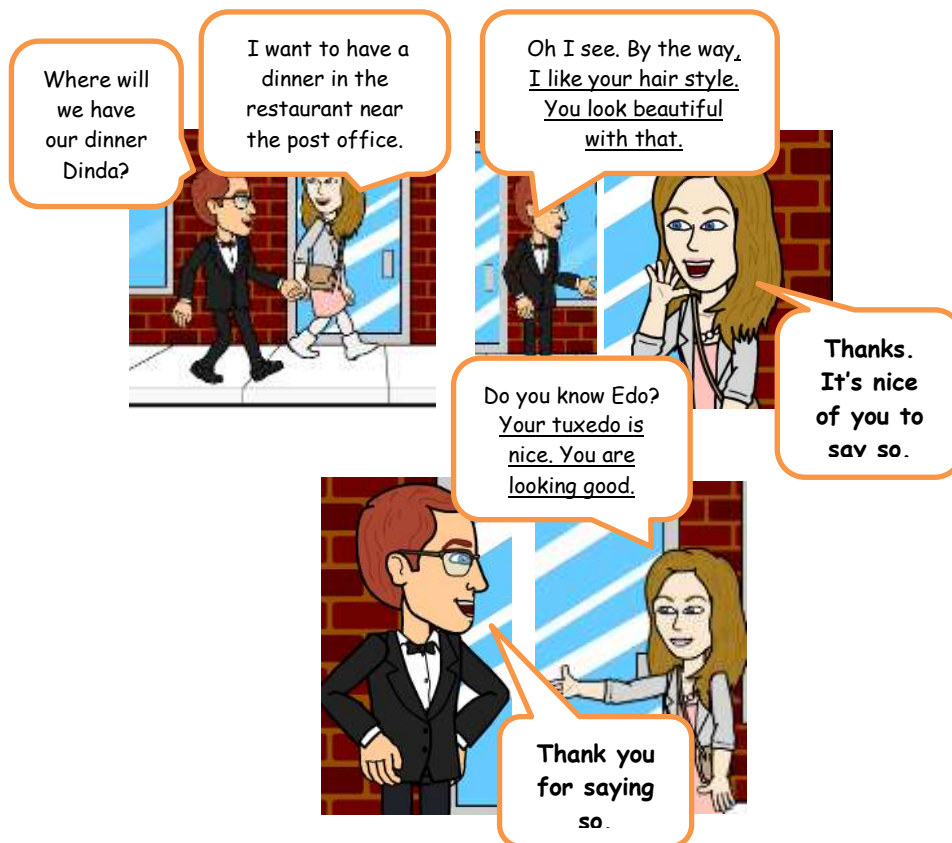
Words	Pronunciation	Meaning
muscular - (adj)	/ˈmʌskjʊləːr/	<i>berotot</i>
slanting - (adj)	/ˈslɑːntɪŋ/	<i>sipit</i>
mole - (n)	/məʊl/	<i>tahi lalat</i>
mustache - (n)	/mʊˈstɑːʃ/	<i>kumis</i>
beard - (n)	/bɪəd/	<i>jenggot</i>
stubborn - (adj)	/ˈstʌb.ən/	<i>keras kepala</i>
greedy - (adj)	/ˈɡriː.di/	<i>tamak</i>
arrogant - (adj)	/ˈær.ə.g ə nt/	<i>sombong</i>
naughty - (adj)	/ˈnɔːti/	<i>nakal</i>





## TASK 12

Read the dialogue between Edo and Dinda carefully and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments.



1. Do you find any differences between the underlined and bold utterances?
2. Have you ever said such bold utterances before?
3. When do you use the bold utterances?

## TASK 13

Study the explanation below about expressions of complimenting and responding to compliments.


- ☒ Expressions of complimenting are used to show expressions of admiration for something great (someone's clothe style, hair style, performance, etc).
- ☒ Responding to compliments is use to say as a reaction to compliment that has been said by other person.




Expressions of complimenting	Responding to compliments
<input checked="" type="checkbox"/> What a ...! <input checked="" type="checkbox"/> That's a very nice ... <input checked="" type="checkbox"/> I like your ... <input checked="" type="checkbox"/> You're looking good. <input checked="" type="checkbox"/> You look cute with that shirt.	<input checked="" type="checkbox"/> Thanks. <input checked="" type="checkbox"/> Oh, not really. <input checked="" type="checkbox"/> It's nice of you to say so. <input checked="" type="checkbox"/> How kind of you to say so. <input checked="" type="checkbox"/> Thank you for saying so. <input checked="" type="checkbox"/> Thank you.

## TASK 14


Match the comic strips with the correct expression of complimenting.




Hurray! Finally I win



You get 100 on your test.



She is the champion of the national swimming competition.



Your dress is new, isn't it?

- "You are looking good with that dress."
- "You are great of winning this competition."
- "You are the best swimmer."
- "What a great score!"

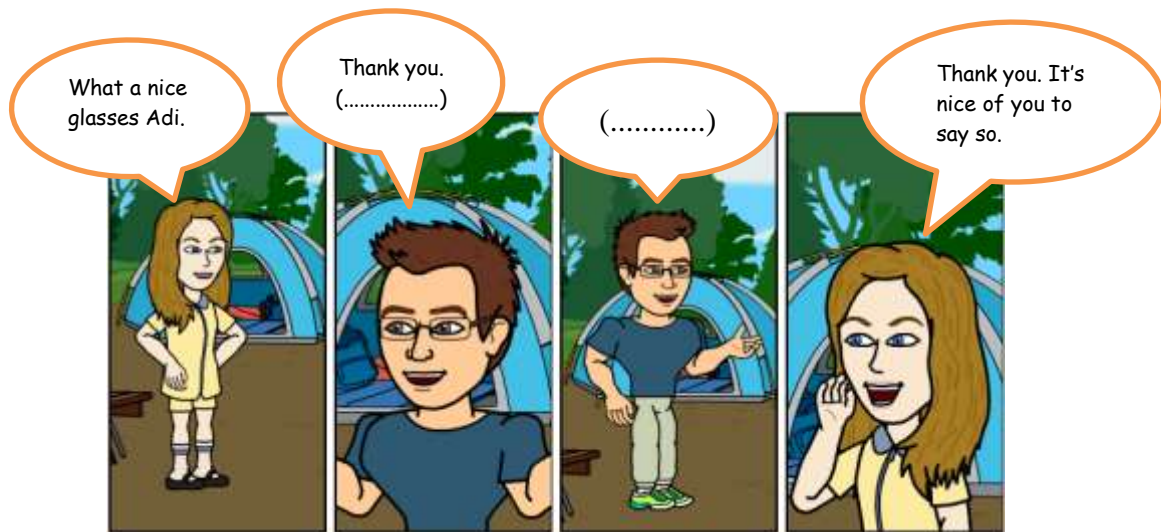


# TASK 15

Complete the dialogue by using the expressions in the boxes. Share your answers to your friends and let your friends and teacher give comments.

You look beautiful with that hair style Dinda.

How kind of you to say so.



# TASK 16

In groups of four, use the information you have to answer your questions you have made in Task 3. Present your answers to the class. Let your teacher gives feedback about your answers.

1. How does the speaker describe a person?  
.....
2. What is the tense used by the speaker?  
.....
3. How does the speaker use the expressions of complimenting and responding to compliments?  
.....
4. ....  
.....



## Creating

### TASK 17

Complete the comic strips below. Present your answers and let your friends and teacher give comments.

A. Situation: Bayu's bike is stolen by someone. He reports it to an officer. The officer asks Bayu to be patient because it is difficult to find the thief if there is no witness. Fortunately, Dani saw someone who stole Budi's bike. So he describes the physical appearance to easier indicate the thief.

My bike is gone sir.

I just saw a man took your bike away.

What does he look like?

Tell me about his face and his hair.

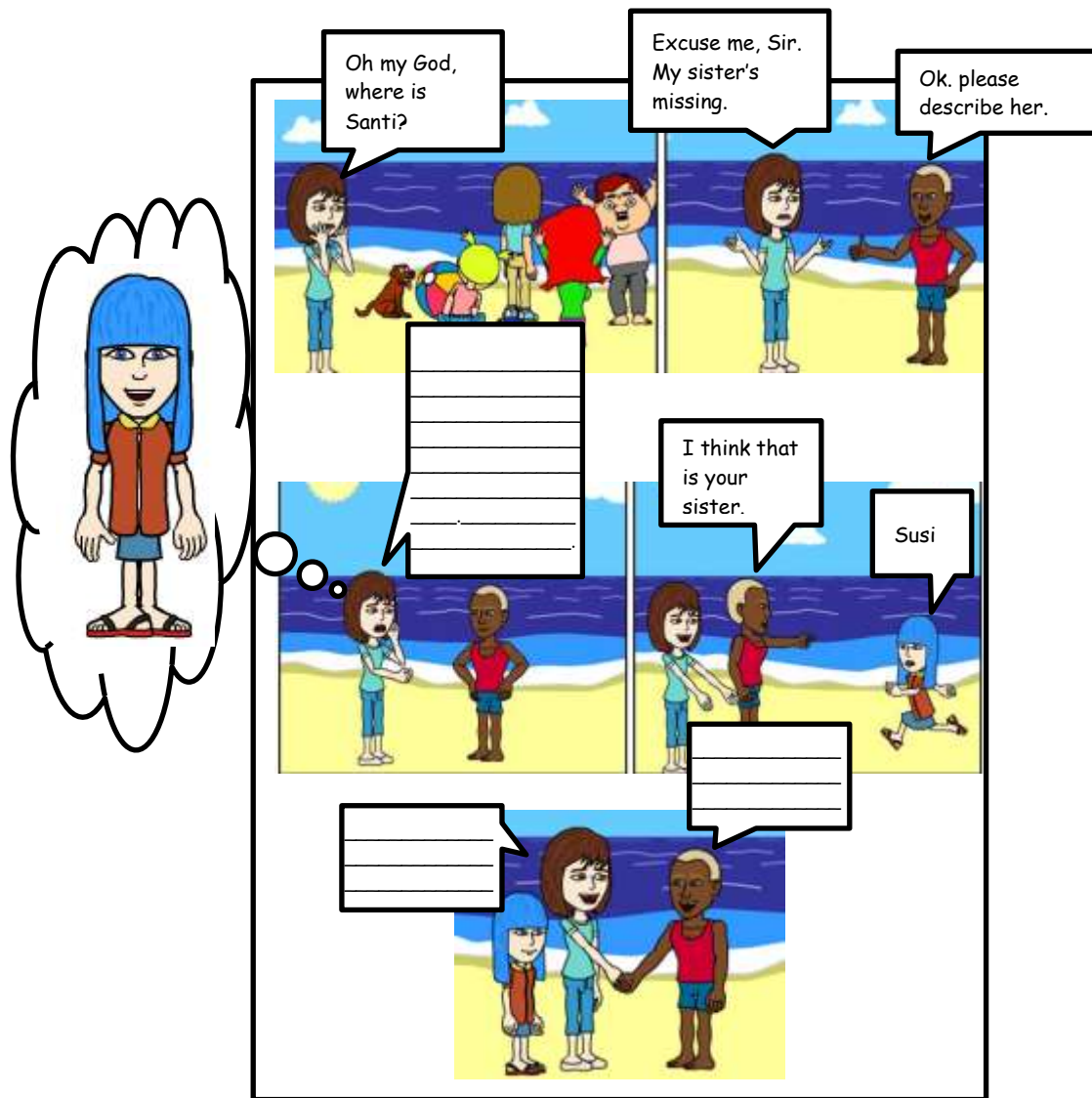
How about his body?

Ok. I got it. I hope your bike will be found soon.

Thanks. You are a kind person.

Oh, not really.

**B. Situation:** Santi gets lost in the beach and make Susi worrying about it. Susi asks the life guard to help her.



## Homework

### TASK 18

In pairs, please access [www.bitstrips.com](http://www.bitstrips.com) and make comic strips containing expression of describing people you have learnt. Present it in front of the class.



## Evaluation

### TASK 19

In pairs, please make a dialogue between you and your friend by using guideline below. Tell it in front of the class.

*Situation: Tiara comes to Endin's party. They complimenting about their dress and hair style when they meet in the party. Tiara also look for her friend but she doesn't know where is him because of the crowded. So Tiara asks Endin to find her friend by describing him.*



## Reflection

How much you learn from this chapter? Put check (✓) in the box according to how much you have learnt and write down about your feeling.

Aspects	Excellent	Good	Poor
How to describe people			
How to express compliments			
How to respond to compliments			
Vocabulary			
What do you feel after you learnt this chapter:			

## Summary

*In this chapter you learn:*

### 1. How to describe a person

- ☒ She has a ....
- ☒ Her hair is....
- ☒ She is a ..... girl
- ☒ Her nose.....
- ☒ My hair is.....
- ☒ I wear a....., etc

### 2. Simple Present Tense

- ☒ S + is/are + Adjective
- ☒ S + V<sub>1</sub>(es) + O
- ☒ S + has/have + O





### 3. Expression of complimenting

- ☒ What a ...!
- ☒ That's a very nice ...
- ☒ I like your ...
- ☒ You're looking good.
- ☒ You look cute with that shirt.

### 4. Responding to compliments

- ☒ Thanks.
- ☒ Oh, not really.
- ☒ It's nice of you to say so.
- ☒ How kind of you to say so.
- ☒ Thank you for saying so.
- ☒ Thank you.



### "TONGUE TWISTER"

Please read the text below as fast as you can.

1

- I saw Susie sitting in a shoe shine shop.

2

- A big black bug bit the big black bear, but the big black bear bit the big black bug back.

3

- I bought a bit of baking powder and baked a batch of biscuits. I brought a big basket of biscuits back to the bakery and baked a basket of big biscuits. Then I took the big basket of biscuits and the basket of big biscuits and mixed the big biscuits with the basket of biscuits that was next to the big basket and put a bunch of biscuits from the basket into a biscuit mixer and brought the basket of biscuits and the box of mixed biscuits and the biscuit mixer to the bakery and opened a tin of sardines.

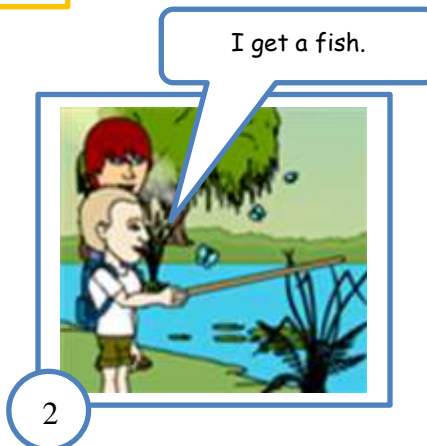


## Warming up

### TASK

1

Read the comic strips below and answer the questions.



1. Do you have such an experience?
2. What kind of experience do you have?
3. When did it happen?
4. Where did it happen?
5. How did you feel when it happened?



## Observing

### TASK 2

Listen to Budi carefully and mark the items that you want to know.

*Situation: Budi tells his friends about his experience when he went to Bandung last holiday with his family.*



- ☐ The purpose of the speaker tells his experience to his friends.
- ☐ The steps of the speaker tell his experience.
- ☐ The tense used by the speaker.
- ☐ The purpose of the speaker uses connectives or conjunctions.
- ☐ The use of direct and indirect speech.

Write more things you want to know below.

1. ....
2. ....
3. ....

## Questioning

### TASK 3

Referring to the items you want to know in Task 2, make relevant questions. Examples are provided for you.

1. What is the purpose of the speaker telling his experience to his friends?
2. What are the steps of the speaker telling his experience?
3. What is the tense using by the speaker?
4. What is the purpose of the speaker using connectives or conjunctions?
5. How does the speaker using direct and indirect speech?
6. ....
7. ....
8. ....







## TASK 4

Listen again to Budi carefully and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments.

1. What is the topic of Budi's speech?
2. What is Budi's purpose when he tells it?  
**Orientation:**
3. With whom did Budi spend his holiday?
4. Where did Budi spend his holiday?
5. When did Budi spend his holiday?
6. How did Budi go there?  
**Events:**
7. How many activities did Budi do during his Holiday?
8. List Budi's activity when he spent his holiday.
9. Does Budi tell his experience chronologically? (give your reason)  
**Reorientation:**
10. How did Budi feel after his holiday?

## TASK 5

Study the explanation about recount texts below.

**The purposes** of recount text are to inform and to entertain the audience about someone's experience, so it mainly uses past tense.  
A recount text consists of **orientation**, **list of events**, and **reorientation**.

**Orientation:** it provides background information. It answers the questions; *What?*, *Who?*, *When?*, *Where?*, *Why*, and *How?*

**List of event:** it tells events chronologically. It uses conjunctions or connectives like: *first*, *next*, *then*, *finally* and so on.

**Reorientation:** it presents the concluding comments. It expresses the author or speaker personal opinion regarding the events described.





# TASK


6


In pairs, read the comic strip and label the part of Mr. Jono's speech with the appropriate answer in the boxes. Share your answers to your friends and let your friends and teacher give comments.

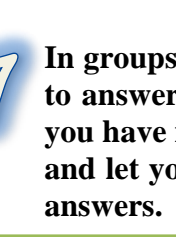
Orientation
List of events
Reorientation

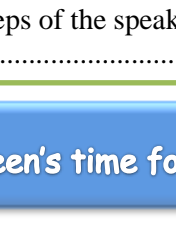



Last week, I went to Bandung Sport Center. I went there by plane. I took a flight from Adisoetjipto Air Port.
.....


First, I went to skateboard park. There were many people played their skate board..


After that, I went to a famous golf field. The ticket was so expensive.
.....


Finally, I went to Boxing stadium. I watched a great match there.


I was so tired but it was really exciting.
.....

# TASK

7

In groups of four, use the information you have to answer your questions number 1 and 2 that you have made in Task 3. Present your answers and let your teacher gives feedback about your answers.

1. What is the purpose of the speaker telling his experience to his friends?  
.....
2. What are the steps of the speaker telling his experience in Bandung?  
.....



Read the comic strips below and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments.

*Situation: Dani tells Tika about his terrible accident yesterday when he went to Cihampelas with Budi.*

I almost bit by the dog last holiday

Really? Ok tell me please.

Of course. Last holiday, I went around Cihampelas

What happen after that?



First, we bought some shirts and trousers in the famous factory outlet.  
Then, we had lunch in the in food court. The meal was very delicious.  
Finally, when we walked on the street, there was a dog that wanted to bite us so we ran as fast as we could.

Yeah. I don't want to get such accident anymore.

It was very terrible. You might get hurt if the dog bit you.



1. What tense is used by Dani to express his experience in the comic strip above?
2. Why does Dani use such kind of tense to express his experience?
3. Mention three utterances in the comic strips above that use tense you mentioned in the question number 1.

## TASK 9

Study the explanation about past tense below.

**Past tense** is used to describe an event that happened and ended in the past. You will use this tense a lot when you tell your experience. See the formula below.

**Subject + V<sub>2</sub>**

**Subject + was/were + Adjective**

## TASK 10

Complete the missing words using the words in the boxes. Share your answers to your friends and let your friends and teacher give comments.

*Situation: Dinda and Tika went to their Grandparents' house in Bandung last month.*

was

ate

talked

swam

went

arrived

Last month, Tika and Dinda  
(1)..... to their grandparents'



When they (2)....., their grandpa  
(3)..... in the font of his house.



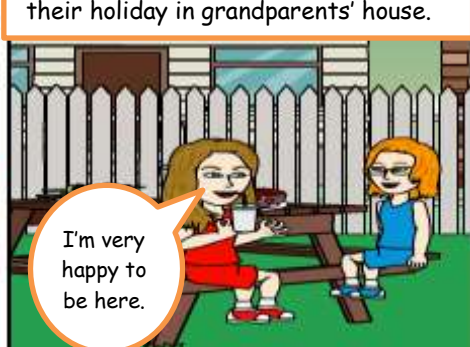
First, they (4) .....in the swimming  
pool behind the house.

Let's swim  
Tika



Then, they (5)..... some food and  
(6)..... about their feeling during  
their holiday in grandparents' house.

I'm very  
happy to  
be here.





## TASK 11

Read the comic strips in the Task 6 and 8 again and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments.

1. Do Mr. Jono and Dani tell their experience chronologically? (give your reason)
2. Do you find any conjunction or connective in their speech?
3. Mention the conjunction or connective you have found from the comic strips in Task 6 and 8.

## TASK 12

Study the explanation about conjunction or connective below carefully.

**Conjunction or connective** is used to show sequence of events in order or chronologically. You will use it if you want to tell an experience.

See the examples below.

First, ...

Second, ...

Then, ...

Next, ...

After that, ...

Finally, ...

## TASK 13

Complete the comic strip below using the conjunctions in the boxes. Share your answers to your friends and let your friends and teacher give comments.

Hi Dinda. Could you tell me about your holiday last week?

Sure.

Last week, I felt very bored after one week of holiday. (...), I went to Toba Lake with Ratih. It's only a hundred meters from my house. (...), we sat near the Lake. (...), we took a picture. (...), we played swing there. We were very tired but we felt happy

so

after that

first

then



## TASK 14

Study and pronounce the following words

**Regular verb** is a verb that forms its past tense and past participle by adding -d or -ed (or in some cases -t) to the base form. See the example below.

Past	Past Participle	Meaning
talked - /tɔ:kt/	talked - /tɔ:kt/	<i>berbicara</i>
walked - /wɔ:kt/	walked - /wɔ:kt/	<i>berjalan</i>
asked - /ɑ:skt/	asked - /ɑ:skt/	<i>bertanya</i>
played - /pleɪd/	played - /pleɪd/	<i>bermain</i>
arrived - /əraɪvt/	arrived - / əraɪvt /	<i>tiba</i>
wanted - / wɒntəd/	wanted - / wɒntəd /	<i>ingin</i>

**Irregular verb** is a verb that does not follow the usual rules for verb forms and also known as a strong verb. See the example below.

Past	Past Participle	Meaning
saw - /sɔ:/	seen - /si:n/	<i>melihat</i>
sat - / sæt /	sat - / sæt /	<i>duduk</i>
bought - / bɒt /	bought - / bɒt /	<i>membayar</i>
ate - /et/	eaten - / i:t ə n/	<i>makan</i>
swam - / swæm /	swum - / swʌm /	<i>berenang</i>
told - /təʊld/	told - /təʊld/	<i>bercerita</i>

## TASK 15

Read dialogue between Adi and Susi carefully and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments.




*Situation: Adi and Susi are talking about information they heard*

I heard that you have a new job Susi. Is it true?

Yeah, it is true. I'm working in a same office with Mr. Jono. How do you know that I get a new job?

Your sister, Santi, told me. She said that you got a new job then.

By the way, Tiara told me that you had got a bad accident when you were in Tangkubanprahu Mountain. Can you tell me about that?





1. Do you find any differences between underlined and bold utterances?
2. Have you ever said such bold utterances before?
3. When do you use the bold utterances?

## TASK 16

Study the explanation about direct and indirect speech below carefully.

**Direct speech** means someone speaks to other directly. In written form we use quotation mark (“...” ) to indicate it is a direct speech.

We use **indirect speech** when we report what people said. In indirect speech, the tense usually goes ‘**one step**’ back.





See the example below.

Direct Speech	Indirect Speech
<i>Simple Past</i> “I did not understand about this”	<i>Past Perfect</i> He said that he had not understood out that.
The change in adverbial of time. See the example below.	
Direct	Indirect
yesterday	the day before/the previous day
last week	the week before/the previous week
two days go	two days before



## TASK 17

In pairs, match the direct speech with the correct indirect speech in the box. Share your answers to your friends and let your friends and teacher give comments. direct

 <p>I went to Toba Lake last holiday .</p> <p>1</p>	 <p>I visited my grandparents' house yesterday.</p> <p>2</p>	<p>a</p> <p>Susi said that she had visited her grandparents's house the day before.</p>
 <p>Last week, I went to Palembang.</p> <p>3</p>	 <p>I went to Tangkubanprahu Mountain last month.</p> <p>4</p>	<p>b</p> <p>Budi told me that he had gone to Palembang the previous week.</p>
		<p>c</p> <p>He told me that he had gone to Tangkubanprahu Mountain the previous month.</p>
		<p>d</p> <p>Mr. Jono said that he had gone to Toba lake the Holiday before.</p>

## TASK 18

In groups of four, use the information you have to answer your questions number 3, 4 and 5 you have made in Task 3. Present your answers and let your teacher gives feedback about your answers.

3. What is the tense used by the speaker?  
.....
4. What is the purpose of the speaker uses connectives or conjunctions?  
.....
5. How does the speaker use direct and indirect speech?  
.....
6. ....  
.....




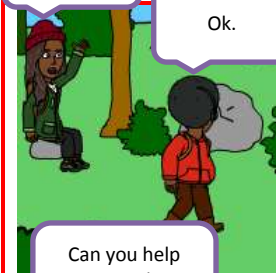
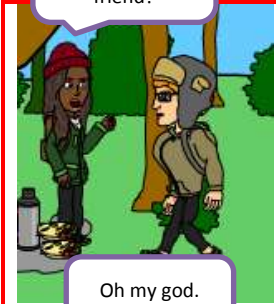




## Creating

### TASK 19

Make a monologue using the guide line. Present your answers and let your friends and 1 teacher give comments.

*Situation: One day, Tiara and Adi go hiking to Tangkubanprahu Mountain. In the middle of resting, Adi says to look around but he never comes back. Fortunately, there is other hiker. Then, Tiara asks for helping by describing her friend.*

	<p>Be careful.</p> <p>Ok.</p>	<p>1</p> <p>Hiking, on holiday, Lawu Mountain.</p>
	<p>Can you help me to seek my friend?</p>	<p>2</p> <p>Adi went around alone.</p>
	<p>Oh my god. That is him.</p>	<p>3</p> <p>Tiara worried about Adi because he didn't come back, asked other hiker to help.</p>
	<p>4</p>	<p>The hiker founds Adi, Adi got an accident.</p>
	<p>Thank you very much.</p>	<p>5</p> <p>Tiara said thank to the hiker.</p>

## TASK 20

Complete the dialogue using the guide line.  
Present your answers and let your friends and  
1teacher give comments.

*Situation: Sandi tells Dodi about his experience when he went camping to  
Lawu Mountain with Riko yesterday.*

Hello Sandi, your mom told me that you went camping yesterday. Where was that? Can you tell me your experience?

Sure

1

2

3

4

I get a fish.

.....  
.....  
.....  
.....

## Homework

## TASK 21

In pairs, please access [www.bitstrips.com](http://www.bitstrips.com) and make comic strips based on the monologue about one of your holiday when you were in junior high school (use the language features of recount text and indirect speech you have learnt). Tell it in front of the class.



# Evaluation

## TASK 22

In pairs, please make a dialogue between you and your friend by using guideline below. Tell it in front of the class.

*Situation: Tell an experience based on the pictures below (holiday in a beach).*



## Reflection

How much you learn from this chapter? Put check (✓) in the box according to how much you have learnt and write down about your feeling.

Aspects	Excellent	Good	Poor
How to tell experiences.			
Language features of recount text.			
Direct and indirect speech.			
Vocabulary.			
What do you feel after you learnt this chapter:			

## Summary

*In this chapter you learn:*

### 1. Language features and generic structure of recount text

- ☒ Recount text consist of three parts;
  - ✓ Orientation: it provides background information.
  - ✓ List of events: it tells event chronologically.
  - ✓ Reorientation: it presents the concluding comments. It expresses the author or speaker personal opinion regarding the events described.
- ☒ Use past tense (Subject + V2 / Subject + was/were + Adjective).
- ☒ Use conjunction/connectives; *first, next, then, finally*, and so on.



### 5. Direct and indirect speech

- ☑ Direct speech means someone speaks to other directly. In written form we use quotation mark (“...”) to indicate it is a direct speech.
- ☑ We use indirect speech when we report what people said. In indirect speech, the tense usually goes ‘**one step**’ back; present tense to past tense and so on.
- ☑ The change in adverbial of time and place; yesterday to the previous day and so on.



To bite off more than one can chew.

Maksud hati memeluk gunung, apa daya tangan tak sampai.

Hide one's light under a bushel.

Bagai padi, makin berisi makin merunduk.

It's no use crying over spilt milk.

Nasi sudah menjadi bubur

Kill two birds with one stone.

Sekali dayung dua tugu pulau terlampau.



## Warm up

# TASK 1

Study the pictures below and answer the questions orally.

### “The legend of Tangkubanprahu (Sangkuriang)”



[http://www.youtube.com/watch?v=aXS\\_uQoWcQ8](http://www.youtube.com/watch?v=aXS_uQoWcQ8)

1. Have you ever heard about the story above?
2. Where does the story come from?
3. Do you like the story?
4. What do you think about the characters involved in the story?
5. Do you get some morals from the story?



## Observing

### TASK 2

**Listen to the conversation between Adi and his friends carefully and mark the items that you want to know.**

*Situation: Adi and his friends go camping to Tangkubanperahu Mountain. Adi tells his friends about a legend of Tangkubanperahu.*



- ☐ The purpose of the speaker tells the story.
- ☐ The steps of the speaker tell the story.
- ☐ The tense used by the speaker.
- ☐ The use of expression of asking and giving opinion.

Write more things you want to know below.

1. ....
2. ....
3. ....

## Observing

### TASK 3

**Referring to the items you want to know in Task 2, make relevant questions. Examples are provided for you.**

1. What is the purpose of the speaker tells the story?
2. What are the steps of the speaker tells the story?
3. What is the tense used by the speaker?
4. How does the speaker use the expression of asking and giving opinion?
5. ....
6. ....
7. ....



## TASK 4

Listen to Adi's speech carefully again and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments.

1. What is Adi's purpose when he tells it?

**Orientation:**

2. When did the story told by Adi happen?
3. Where did the story told by Adi happen?
4. Who are the characters involved in the story?

**Complication:**

5. What are the problems faced by the characters in the story?  
(lists the problems)

**Resolution:**

6. How did the character resolve the problem?

## TASK 5

Study the explanation about narrative text below carefully.

**The purpose** of a narrative text is to amuse or entertain the audience. There are many kinds of narratives such as legends, fables, fairytales, myths, and folktales. The differences between narrative and recount text is narrative has **conflict** but recount does not.

A narrative text consists of **orientation**, **complications**, and **resolution**. A narrative text always tells past story, so it mainly uses past tense.

**Orientation:** it tells about the setting of the story (time, place, and characters).

**Complications:** it tells about problem (s) to be solved by characters.

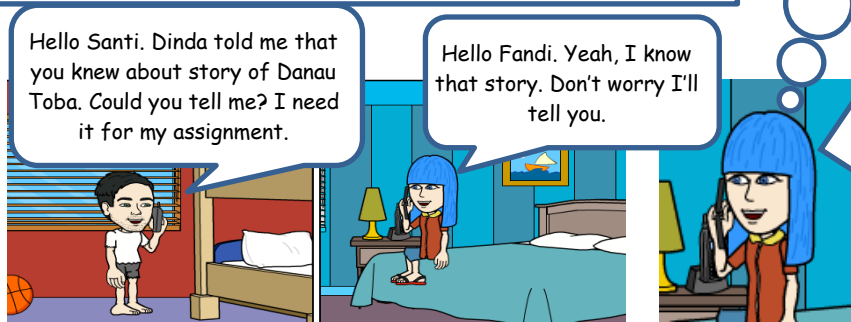
**Resolution:** it tells the solution to the complication (s) and gives an ending to the story.



## TASK 6

In pairs, complete the comic strips by using the utterances in the box. Share your answers to your friends and let your friends and teacher give comments.

- One day, his father got angry because Samosir had eaten his food. He said "O, you are stupid and lazy boy. You are a son of a fish!". Samosir was hurt. He went home and told his mother about his father's words. Samosir's mother was shocked. She said "O Toba. You break your promise, so I cannot live with you here anymore. Now you have to accept the consequence of what you did. Samosir go to the hill and find the tallest tree then climb up".
- Suddenly, the weather changed. Sunny day turned into heavy rain. The rain lasted for a week. The whole area became a big lake. Then it was called Lake Toba.
- Toba fell in love with the girl and they got married. The girl married Toba on one condition that he would never tell anybody about her secret. Toba agreed to the condition.
- Once upon a time in small village of North Sumatra, there lived a farmer named Toba.
- Several months later, they had a son, named Samosir. Unfortunately, Samosir was a lazy boy.
- One day, he got a big fish in the river. Then, Toba took the fish in the kitchen. Toba was very shocked when he knew that the fish turned into a beautiful girl.



1. Orientation (...)
2. Complication 1(...)
3. Complication 2(...)
4. Complication 3(...)
5. Complication 4(...)
6. Resolution (...)

## TASK 7

In groups of four, use the information you have to answer your questions number 1 and 2 that you have made in Task 3. Present your answers and let your teacher gives feedback about your answers.

1. What is the purpose of the speaker telling the story?

.....

2. What are the steps of the speaker telling the story?

.....

## TASK 8

Read the comic strip below and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments.



1. What tense is used by Dinda to tell Malinkundang to Budi in the comic strips above?
2. Why does Dinda use the tense to tell the story?
3. How many utterances do you find which use the tense you mentioned in the number 1?

## TASK 9

Study the explanation about past continuous tense below.

**Past Continuous Tense** is used to describe an action which someone was doing or an event which was happening at a particular time. It is made with 'was' or 'were' and the *-ing* form of a verb. See the formula below.

**Subject + was/were + Ving**

Example:

1. She was wearing a cloth.
2. They were reading a book.
3. He was typing a letter.

## TASK 10

Complete the missing words using the words in the box. Share your answers to your friends and let your friends and teacher give comments.

1. Dayang Sumbi was (...) in the kitchen.
2. Sangkuriang (...) hunting in the wood.
3. (...) were running in the middle of the forest.
4. (...) was walking to his farm.
5. Malinkundang and his crew (...) in the ocean.

- a. cooking
- b. was
- c. they
- d. Toba
- e. were sailing

## TASK 11

Read the dialogue between Adi and Dinda carefully and answer the questions orally. Share your answers to your friends and let your friends and teacher give comments.

*Situation: Adi and Dinda are talking about their opinion about stories, Malin Kundang and Sangkuriang (Tangkubanprahu)*

What do you think about the story of Malin Kundang? Is it true or not?

I think that story is not true. The purpose is to give advice to children.

Well, I agree with you. **In my opinion, such stories are mainly only fiction. That is not real.**

Yeah. By the way, what are your views about the moral values of sangkuriang?

My own view of the matter of Sangkuriang's moral values is that you have to be an honest person. Because when you are lying, you will continue to lie to cover up your lies.

That's right. I do agree with you Dinda.

1. Do you find any differences between underlined and bold utterances?
2. Have you ever said such underlined or bold utterances before?
3. When do you use the underlined utterances?
4. When do you use the bold utterances?

## TASK 12 Study the explanation about expressions of asking and giving opinion below carefully.

- ☒ Expressions of asking opinion are used to ask someone's opinion/ belief about something.
- ☒ Expressions of giving opinion are used to give personal's opinion about something.

Expressions of asking opinion	Expressions of giving opinion
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> What do you think of...?</li> <li><input checked="" type="checkbox"/> What are you views..?</li> <li><input checked="" type="checkbox"/> What are you feelings about..?</li> <li><input checked="" type="checkbox"/> What do you feel about..?</li> <li><input checked="" type="checkbox"/> I'd be grateful to have your opinion/view on...</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> I think...</li> <li><input checked="" type="checkbox"/> In my opinion...</li> <li><input checked="" type="checkbox"/> My own view of the matter of the problem is...</li> </ul>

## TASK 13 In pairs, match the opinion with the correct story in the box. Share your answers to your friends and let your friends and teacher give comments.

**Story**

**Opinion**

Malinkundang

I think this story gives us some advices to be an honest person.

Sangkuriang

In my opinion, this story shows us the importance of a promise.

Danau Toba

In my opinion, this story has a moral value about respect to our parents is a must.

## TASK 14 Study and pronounce the following words.

There are three groups of pronunciation of regular past tense verbs;

1. Pronounce / t / after all voiceless consonant sounds: / f, k, p, tʃ , s, x, /, except / t /.
2. Pronounce / d / after all voiced consonant sounds: / b, g, j, l, m, n, r, v, z / and after vowels / a, e, i, o, u /, except / d /.
3. Pronounce / id / after / t / and / d /.

See the example below.

Group 1 /t/	Group 2 /d/	Group 3 /əd/
watched - /wɒtʃ t/	realized - /ˈrɪ ə.laɪ zd/	rejected - /rɪ ˈ dʒ ektəd /
asked - /ɑ : skt/	sailed - /seɪ ld/	waited - /weɪ təd /
typed - /taɪ pt/	cried - /kraɪ d/	decided - /dɪ ˈ saɪ dəd /
hoped - /həʊ pt/	turned - /tɜ : nd/	pretended - /prɪ ˈ tendəd /

## TASK 15 In groups of four, use the information you have to answer your questions number 3 and 4 that you have made in Task 3. Present your answers and let your teacher gives feedback about your answers.

3. What tense did the speaker use?  
.....
4. How does the speaker use the expression of asking and giving opinion?  
.....
5. ....



## Creating

### TASK 16

Complete the comic strips below by using the guideline. Use the language features of narrative text you have learnt. Tell it in front of the class and let your friends and teacher give comments.

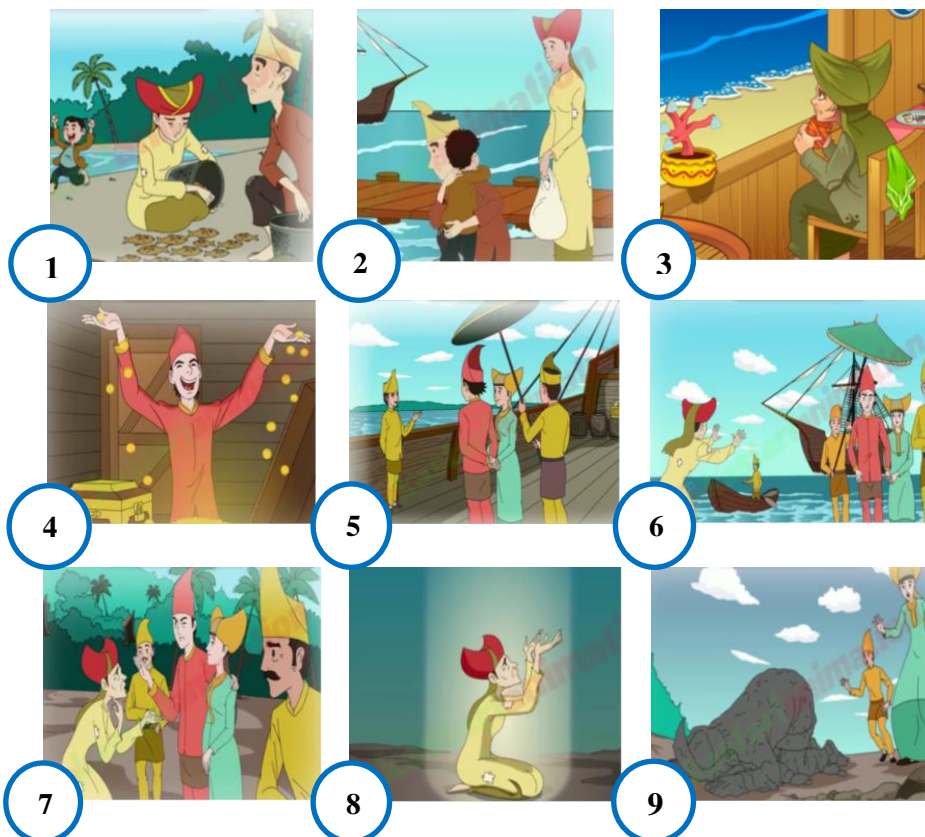


	<p>a. Jaka Tarub stole a shawl of the seven fairies.</p> <p>b. One of the fairies couldn't fly back to heaven.</p>
	<p>a. Jaka Tarub asked the fairy (Nawang Wulan) to live with him.</p>
	<p>a. Jaka Tarub married to Nawang Wulan.</p> <p>b. They had a child (Nawang Sari).</p>
	<p>a. Jaka Tarub broke his word and made Nawang Wulan's power disappeared.</p>
	<p>a. Nawang Wulan realized that her husband was the person who stole her shawl.</p> <p>b. Nawang Wulan went back to heaven.</p>
	<p>a. Jaka Tarub brought his daughter to the lake every night to meet Nawang Wulan.</p> <p>b. He just watched them from a distance.</p>

# TASK 17

Make Malinkundang story by using the guideline below. Use the language features of narrative text you have learnt and give your opinion about this story. Tell it in front of the class and let your friends and teacher give comments.

## “Malinkundang”



<http://www.youtube.com/watch?v=blo4wiFBqMk>

### Clues:

- Picture 1 → Malin's family was poor.
- Picture 2 → Malin decided to go away and hoped to be rich.
- Picture 3 → Mother waited Malin come back.
- Picture 4 → Malin became rich.
- Picture 5 → Malin sailed back to his village.
- Picture 6 → Malin's mother wanted to meet him.
- Picture 7 → Malin rejected his mother.
- Picture 8 → His mother prayed to god.
- Picture 9 → Malin turned into a stone.

## Homework

### TASK 18

In pairs, choose one of the titles below and find it from internet (and the pictures). Then, make the summary and give your opinion about the story.

Nyi Roro Kidul

Roro Jonggrang

Bali Strait

Banyuwangi

## Evaluation

### TASK 19

Make the story of “the Legend of Rawa Pening” by using the guidelines below. Give also your opinions about the story. Present it in front of your class and let your friends and teacher give comments.

#### Rawa Pening ( Baru Klinting)



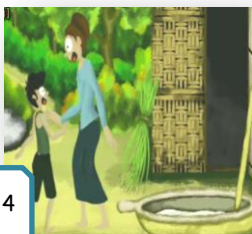
1



2



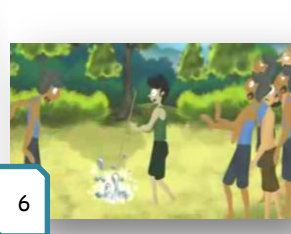
3



4

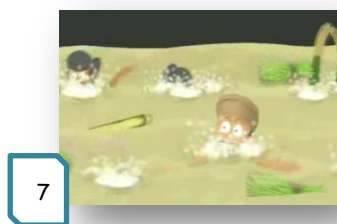


5



6





<http://www.youtube.com/watch?v=ANWwd1WJWwI>

### Clues:

- Picture 1 → There was a poor boy.
- Picture 2 → He came to a village but he was rejected by the villager.
- Picture 3 → An old woman helped him.
- Picture 4 → The boy asked the old woman to use a mortar as a boat.
- Picture 5 → the boy went back to village and embedded a palm leave rib. No one could take it off.
- Picture 6 → the boy took it off and water was spurting out.
- Picture 7 → a big flood came and made all villagers died.
- Picture 8 → The old woman and the boy were alive.

## Refelction

How much you learn from this chapter? Put check (✓) in the box according to how much you have learnt and write down about your feeling.

Aspects	Excellent	Good	Poor
How to tell stories in the form of narrative text.			
How to ask opinion.			
How to give opinion.			
Vocabulary.			
What do you feel after you learnt this chapter:			

## Summary

*In this chapter you learn:*

- Generic structure is the part of text. Narrative text consists of orientation, complications, and resolution. Narrative text always tells past story, so it mainly uses past tense.
  - ☑ Orientation: it tells about the setting of the story (time, place, and characters).
  - ☑ Complications: it tells about problem (s) to be solved by characters.
  - ☑ Resolution: it tells the solution to the complication (s) and gives an ending to the story.

- Past Continuous Tense is used to describe an action which someone was doing or an event which was happening at a particular time. It is made with 'was' or 'were' and the *-ing* form of a verb.



### 3. Expressions of asking and giving opinion

- ☑ Expressions of asking opinion are used to ask someone's opinion/belief about something.
- ☑ Expressions of giving opinion are used to give personal's opinion about something.



**A:** Aren't you wearing your wedding ring on the wrong finger?

**B:** Yes I am, I married the wrong woman.

**Teacher:** Today, we're going to talk about the tenses. Now, if I say "I am beautiful," which tense is it?

**Student:** Obviously it is the past tense.

